DOCUMENT RESUME

ED 183 873 CE 024 459

TITLE	ASCEND: A Systematic Career Education Network for Dissemination. Final Report.
INSTITUTION	New York City Board of Education, Brooklyn, N.Y. Center for Career and Occupational Education.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	79
GRANT	G007700105
NOTE	95p.; Some small, light type in the appendixes will not reproduce well. For related documents see ED 132 284 and ED 138 786.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Audiovisual Aids; *Career Education; *Communications; *Community Resources; Delivery Systems; *Information Dissemination; Information Needs; Information Sources; Media Selection; Needs Assessment; *Program Development; *Program Implementation; *Resource Materials; School Community Relationship; Secondary Education; Surveys
IDENTIFIERS	Center for Career and Occupational Education NY; Education Amendments 1974; New York (New York); Project ASCEND

ABSTRACT

Project ASCEND (A Systematic Career Education Network for Dissemination) of the Center for Career and Occupational Education (CCOE) in New York City developed (1) a sustained communication network in career education and (2) a kit for the dissemination of career education concepts, strategies, and materials into this network. Surveys of the participating schools and key agencies within and outside CCOE provided information concerning the resources and materials needed to develop and implement career education programs as well as the materials and services that could be provided. Survey results were incorporated into an ASCEND kit in the form of a carrying carton containing five self-contained modules, which formed the core of the kit: Improving Basic Skills through Career Education, Improving Personnel and Decision Making Skills, Using Community Resources in Career Education, Implementing Career Education Staff Development, and Planning for Career Education. Each contained three folders providing an orientation to the topic, specific implementation strategies and selected program references, and relevant resources available from CCOE and other agencies. Materials provided included sample lesson plans, posters, flyers on various programs, resource guides, manuals, five filmstrips with cassettes, and an overview booklet. (Some project materials are appended.) (YLB)

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FINAL REPORT

Project No. 84204

Grant No. G0077C0105

ASCEND

A Systematic Career Education Network for Dissemination

Exemplary Project in Career Education
Conducted Under Funds Granted by the
United States Office of Education Under
Section 402 of Public Law 93-308

CE 024 459

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Table of Contents

		Page
I.	Title Page	1
II.	Board Credits	2
III.	Table of Contents	3
IV.	List of Appendices	4
V.	Acknowledgements	5
VI.	Summary of Final Report	7
VII.	Final Report on Project ASCEND	14
VIII.	Appendices	46

List of Appendices

Appendix		Page
A.	Project Questionnaire Prepared for the Center for Career and Occupational Education	47
B.	Programs Referred To	52
C.	Letter Regarding CEFTU K-12	59
D.	Bibliography	60
E.	ASCEND Flyer	61
F.	ASCEND Planning Package	63
G.	ASCEND Abstract	68
H.	Project ASCEND Workshop Agenda	70
I.	Supplement to the Interim Report	71
J.	ASCEND Update (November 16, 1978)	76
K.	Professional Central Staff for Dissemination	79
L.	ASCEND Implementation Schedule	80
M.	Career Education Workshop for Queens High School Principals (Agenda and Letter of Appreciation)	82
N.	Letters Requesting ASCEND Packages	83
O.	ASCEND Package Checklist	86

Acknowledgements

Project ASCEND was developed by the Center for Career and Occupational Education in cooperation with other agencies of the Board of Education as well as agencies in the public and private sector. This project was supported by funds granted by the United States Office of Education under Section 402 of Public Law 93-308. The Center for Career and Occupational Education feels Project ASCEND was an overwhelming success, as evidenced by the fact that the ASCEND kit has become an integral and on-going component of the delivery system for career education in New York City, and an item much in demand in the schools and community school districts which the Center serves.

For his continuing guidance and support of Project ASCEND, the Center for Career and Occupational Education is indebted to Terry Newell, Project Officer, U.S. Office of Education. The project itself was developed and implemented under the leadership of Juanita O. Ward, project director, Career Education Unit, and the project staff, Angelo A. Bua, coordinator of ASCEND, and Nancy M. Bordo, media specialist.

ASCEND is indebted to the work of hundreds of people in the school, business, labor, and community sectors---people who shared generously of their ideas to make the project successful. It is particularly indebted to those people upon whose work it is built: the career education specialists, administrators, guidance counselors, teachers, and community representatives whose labor in the vineyards of career education ASCEND seeks to incorporate and disseminate.

ASCEND would not have been possible without the dedication, support, and assistance of the entire Career Education Unit. Special thanks is extended to Michael T. Quinn, coordinator of the Career Education Field Training Unit, for his guiding role in the coordination of various aspects of the written and media components of the program.

The on-going assistance provided by the staff of the Center for Career and Occupational Education is also appreciated. This cooperation has made ASCEND, as it has for the other projects the Center has undertaken, something of which we can all be proud.

George R. Quarles
Chief Administrator
Center for Career and
Occupational Education

SUMMARY

of the Final Report

on

A Systematic Career Education

Network for Dissemination

(Project ASCEND)

This report describes Project ASCEND, a federally funded career education dissemination project of the Center for Career and Occupational Education, Division of Educational Planning and Support, Board of Education of the City of New York. The project was supported by funds granted by the U. S. Office of Education under Section 402 of Public Law 93-308. The funding covered dated from October 1977 through September 1978, during which time the ASCEND kit was developed and designed, and its implementation begun. Its implementation has been on-going, and will continue to be so, as ASCEND is the basis for all career education dissemination efforts in New York City. This report covers the extent of ASCEND's implementation through December, 1978.

Since its inception in April 1972, the Center for Career and Occupational Education has developed and implemented numerous and diversified programs and projects to propogate career education concepts throughout the New York City school system. Concerted efforts have been made in the areas of staff development, program development, collaboration with the business/industry/labor/government/community complex, and the production of career education curriculum and materials.

In addition, a number of successful programs have been developed by local schools, public and private agencies both independently from and in cooperation with the Center for Career and Occupational Education.

The problem has been to effectively communicate and disseminate the concepts, strategies, and materials developed in these career education programs throughout a system as vast and complex as the New York City public school system. Like the rose that blooms unseen at the edge of the desert, too many of these innovative career education programs were fated to wither away and die unseen by those who could best appreciate and utilize them to improve the education of their students.

The Center for Career and Occupational Education, as the prime mover for career education in New York City and the storehouse of many of the programs which had been implemented in the past, saw as one of its functions, the development of a system for the coordination and dissemination of information and materials on these efforts throughout the city. It was the Center's recognition of this function that led to the development of Project ASCEND.

The goal of Project ASCEND is found in the translation of the acronym ASCEND: "A Systemwide Career Education Network for Dissemination." The goal of Project ASCEND was to find a vehicle for the dissemination of tried and proven strategies for career education implementation throughout the New York City public school system.

To reach this goal, the program aimed at achieving five specific objectives:

. Objective 1 - An effective, sustained multi-media communications network will interest and assist 50% of administrative and supervisory agencies in career education implementation.

- Objective 2 - Fifty percent of local district office staff, board members, high school supervisors, and selected parents and industry spokespersons will increase in knowledge and appreciation of career education.
- Objective 3 - One TTT* and two TTs** will implement career education in the local districts at zero additional cost.

*TTT - Trainer of Teacher Trainers
**TT - Teacher Trainers

- Objective 4 - Selected high school supervisors will implement career education in the high school at zero additional cost.
- Objective 5 - Fifty percent of local districts and selected central high schools supervisory agencies will develop plans for career education with provision for zero-additional cost implementation.

The main goal of the program, and its main accomplishment, was the development of a sustained communication network in career education and a vehicle for the dissemination of career education concepts, strategies and materials into this network. This network is now established, and the vehicle for effecting it now exists in the ASCEND kit. The five module ASCEND kit, which is discussed in detail in the body of this report, stands as a symbol of the success of the project. It provides the means by which all past, and all future innovations in the area of career education will be transmitted to schools and districts citywide for replication, adaptation, expansion and/or refinement.

In looking at the above stated objectives, it is evident that in its successful implementation, Project ASCEND achieved more than just the creation of the remarkable ASCEND kit.

What it also accomplished in its one-year of funding, and what it is still accomplishing as its flower, the ASCEND kit, is carried citywide is:

- increased knowledge of career education philosophies and practices.
- increased positive appreciations of career education and increased desire to implement it.
- significant numbers of trained TTT and TT supervisory personnel.

- significant numbers of plans for implementation of k-12 career education.
- increased development of modules, packages, materials, and individual tapes, films, manuals, and other information that career education practitioners seek to have disseminated citywide.

The proposal for supportive funding for Project ASCEND was developed by George R. Quarles, the Chief Administrator of the Center for Career and Occupational Education and various key members of his staff, including representatives of the Career Education Unit; the Planning, Evaluation, and Research Unit; the Program Management Unit; the Adult Coordinating Unit; the Development and Implementation Unit and the Community and Business Relations Unit. When the proposal was funded, the responsibility for the development and implementation of Project ASCEND was placed with the Career Education Unit.

A delay in the funding of Project ASCEND pushed its initial implementation date from July to October, 1977. This delay caused serious problems in both bringing on staff and implementing the program, since the altered time line for implementation no longer paralleled the school year.

The Center for Career and Occupational Education and the ASCEND staff worked diligently to compensate for these forced changes in schedule, and were able to successfully meet the program objectives despite the altered timetable. The initial thrust of the program, after the identification and hiring of a coordinator, was to make a preliminary survey of key districts and high schools that would be part of the communication network effected by the ASCEND project, to determine the kinds of information, resources, and materials that would be most appropriate to their implementation of career education. An initial survey of key agencies both within and outside the Center for Career and Occupational Education was also undertaken to determine what general types of materials and services they could provide.

With the hiring of the project's media specialist and consultant writers, work then began on what would be the main component of the ASCEND project, the ASCEND kit. This kit would be the vehicle which would provide for the establishment of an effective communication network in the city schools. To do this, the kit would have to be not only attractive and convenient to use, but it would have to be adaptable to a wide variety of uses, from the "selling" of community school board members on the concept of career education, through the orientation of principals and school administrators to a career education approach, to the training of teachers, guidance counselors, library/media specialists, paraprofessionals, and other school staff. The ASCEND staff met regularly, with frequent input from members of the Career Education Field Training Unit, to develop a design and format for the kit. Simultaneously, the ASCEND staff began to accumulate materials to be included in the package and to be used in the development of the written and audio-visual components of the kit.

A decision was made to reduce the number of modules to be included in the kit from the original twelve cited in the proposal to a more manageable five. After consultation with and approval from the U. S. Office of Education Project Officer in Washington, D. C. and the Chief Administrator of the Center for Career and Occupational Education, five modules were selected to serve as the core of the ASCEND kit. These five modules are:

- Improving Basic Skills Through Career Education
- Improving Personnel and Decision Making Skills
- Using Community Resources in Career Education
- Implementing Career Education Staff Development
- Planning for Effective Career Education

A variety of logos and designs were then discussed for the kit, and commercially developed kits in various communication areas were examined to determine a suitable format, and meetings were held with a number of commercial firms. It was decided that the kit would consist of a carrying carton containing five 14" x 10" boxes. Each box would be a self-contained module, consisting of three folders and an accompanying filmstrip/cassette. Folder one would provide an orientation to the topic of the module, drawing out all the career education implications.

Folder two would provide specific implementation strategies and selected program references. Folder three would contain resources relevant to the module from programs within the Center for Career and Occupational Education and other Board of Education, private and public agencies. Each filmstrip would be 10-12 minutes in length, and would have an accompanying sound cassette. This media component would tie directly into the subject of each module.

A more detailed account of the content of each module is found in the body of this report, as well as in the Overview Book included in each ASCEND package. The accomplishment of the ASCEND staff, assisted by other members of the Career Education Unit and the overall Center staff, in producing the kit,cannot be overemphasized. It is a kit which not only serves the purposes for which it was developed, but has attracted the notice of commercial vendors who have made inquiries about the possible reproduction and selling of the ASCEND package.

The other objectives of the proposal were rapidly realized once the kit was completed. A dissemination force of Career Education Unit and CCOE personnel had already contacted the target 16 community school districts and 8 high schools, and with the delivery of the kits the training of the teacher trainer (TTT $\longrightarrow$ TT) was undertaken. The designated personnel at all target sites were trained in the use of the ASCEND modules, and plans calling for the development of career education at no additional cost were returned to the Career Education Unit. In addition, so much interest in the kit has been evidenced that additional high schools and community school districts are seeking to become part of the ASCEND network of dissemination. Practitioners of career education are seeking to add materials they have developed to the ASCEND kit, and an "expansion" of the ASCEND module is ongoing facilitated by the package design of each module.

Project ASCEND is an example of what can be done to bridge the "communication-gap" that exists between various components of a large system.

It can serve as prototype for any large urban school system concerned that its innovative educational programs do not fail to "take" because they remain localized at the model sites in which they are implemented. The goal of Project ASCEND was to create a compact, practical dissemination vehicle which would insure the growth of career education in New York City. In the course of a year, this vehicle was created. Project staff, and other members of the CCOE team, labored diligently to conceptualize and design the kit; script, film, and tape the media components; iron-out union contracts for production, and review and revise materials from numerous units and agencies, all of which led to the successful production of the five module career education kit. With this simple, portable unit it is now possible to introduce staff to areas of career education mandated in federal and state plans.

ASCEND is a successful design replicable in cities and school districts throughout the United States.

FINAL REPORT

on

A Systematic Career Education

Network for Dissemination

(Project ASCEND)

The Center for Career and Occupational Education (CCOE) is one of nine centers which operate in the New York City public school system under the auspices of the Division of Educational Planning and Support (DEP&S), which is itself one of seven divisions under the Chancellor which comprises the central headquarters of the Board of Education of New York City.

The Center for Career and Occupational Education is the largest of the nine centers under the Division of Educational Planning and Support umbrella, with a budget of over $25 million dollars. The Center has been operational since the spring of 1972, and its function has been to design, develop, and coordinate career and vocational education efforts in New York City.

The advent of CCOE coincided with the earliest formulations of the concept of career education, which combined the best aspects of the academic and occupational education thrusts to provide students with the knowledges and skills necessary to becomeing self-fulfilled and productive members of society. Career education also incorporated large components of the humanistic and experiential learning movements, seeking to educate what is euphemistically known as the "total person." A number of model career education programs were funded through and successfully implemented by CCOE in various schools, community school districts, and resource sites throughout the city. As a central coordinating agency, CCOE has maintained close contact with, and often assisted in, those career education programs independently initiated by individual schools, community school districts, and public and private agencies. Beginning in the spring of 1974, CCOE has also provided free in-service training to all teachers, guidance counselors, administrators, and library/media specialists interested in becoming part of the career education movement. This intensive training is offered at various districts and high school sites throughout the city, and over 1,400 educators have taken advantage of this opportunity.

While it is not a panacea for all the ills of the school system, career education has proven itself an excellent medicine for many of the weaknesses which plague the students, the parents, the educators, and the larger society in which they function. It has already accomplished many of its goals in model school sites throughout the city. The problem has been to move career education beyond the confines of the model sites, and develop viable programs in other schools and districts.

While this can be a problem in even the smallest school district, the extent of the problem becomes greatly magnified when you take into account the sheer size and complexity of the New York City public school system. The New York City public schools serve one million students. A full-time staff of 46,000 teachers work in over 1,000 school units to provide the best education possible for these students, who come from perhaps the most multi-cultural background in the nation.

To provide even the most traditional and basic education to this immense population of students is a formidable task. To bring about substantive change in teaching approach and technique is staggering. And when you add to the vastness of the system the fact that it is decentralized except for the 100 or so public high schools, the full magnitude of the problem of educational reform can be appreciated. For a program to be successful, not only do central board administrators, and the administrative and pedagogical staffs of the schools themselves have to be convinced of its value, but thirty-two separate and autonomous community school boards, and thirty-two community superintendents and their district office staffs, must also be convinced.

A school system of this size and complexity could have the best program ideas and staffs that exist in the country and still not be able to bring about educational reform; the positive impetus of that reform movement getting lost in the intricacies of a larger system.

This was the major roadblock between CCOE and its ultimate goal of giving every student in the city the opportunity to explore to the fullest his/her self-potentialities and career options. A less dramatic, but also important drawback was the misconception of some educators as to what the true nature of career education is, and what it means for their students.

Among the most serious of these misconceptions were the notions that career education is simply providing students with occupational information, that career education is synonomous with vocational education, and, perhaps most serious of all, that career education is a device to track students away from academic and into technical/vocational courses. These pernicious misconceptions are rooted in the inability of some educators to see career education as a process rather than a product, and the inability to comprehend the full scope of its purpose.

It became clear to CCOE that if career education was going to take a lasting hold in the New York City public school system, a technique would have to be developed to transport it from the model sites, in which successful programs were already operative, to other schools throughout the system. This technique would have to be able to take into account the vast dimensions of the public school system, the autonomy of the decentralized districts, and the misconceptions on career education prevalent among some educators. It would have to be wide enough in scope to meet the needs of a diverse group of educators, and specific enough in content to provide a workable blueprint for career education implementation. The executive office of CCOE set up meetings with representatives of its various units to develop strategies to meet this need. These executive sessions led to the development of the concept of systemwide career education network for dissemination and the idea of a career education "road show." This road show was to become Project ASCEND.

The Center for Career and Occupational Education realized that Project ASCEND, to successfully "deliver" career education throughout the city school system, would have to be innovative, comprehensive, and attractive. It would have to address itself to the main concepts of career education, provide concrete and adaptable strategies for the many aspects of career education implementation, and clear up the various misconceptions about career education in the minds of some educators. It would have to develop both a communications network for career education dissemination, and a tool for carrying out that dissemination. This tool would not only have to provide information on all previously developed programs, but would have to be flexible enough to accommodate new information as new approaches, new programs, and new materials were developed.

It was determined that federal funding would be necessary to initiate such an ambitious enterprise. A proposal was drafted which addressed itself to four broad needs areas to be met by Project ASCEND. These areas were:

I. The Need for Sustained Communication: CCOE realized that one, or even a number of contracts with local schools or community school districts is not enough to spread the concept of career education throughout the city. What was needed, and what ASCEND would seek to provide, was a basis for an ongoing method for not only initiating, but supporting and reinforcing career education programs in the schools. An efficient communication network bolstered by the latest multi-media materials was seen as the most effective way to meet this need.

II. Wider Knowledge and Appreciation of Career Education: Many of the key people needed to effect real change in the school system had little or no knowledge of the potentialities of career education, or, worse, had misconceptions as to its intended purpose and its resultant impact upon students. These educators, as well as the rest of their colleagues throughout the system, had to see career education as a force for revitalizing their classrooms and schools. They needed to see what career education programs had accomplished in schools where they had been successfully implemented, and understand how such programs could be replicated in their own schools.

III. The Need for On-Site Specialists: CCOE realized that it was impossible for its small staff of career education specialists to train every one of the city's over 46,000 public school teachers, working at over 1,000 school sites, in career education concepts and applications. What the Center's staff could effectively do, with the right communication "tool" at its disposal, was concentrate its efforts on key members of school, district, and central staffs, who in turn would identify and train other key personnel, who in turn would train teachers in their schools in career education implementation strategies.

In doing this, CCOE would establish a pattern for the growth and spread of career education even when monies for individual model programs had been removed.

IV. The Need for School and District Planning: CCOE realized that many prior educational innovations had failed because no provision had been made for their continuation after the withdrawal of outside funds. If career education was to succeed where other programs had failed, if it was to make the profound improvements in the educational system it had the potential to make, plans for its implementation had to be developed in districts and schools. These plans that would allow for the continued implementation of career education even should outside funding not be available. Career education had to be a self-sustaining priority at every level, a basic change in the approach to classroom instruction that did not depend on the intervention of outside funding agencies for its continued implementation and growth.

The actual objectives of the proposal under which Project ASCEND was implemented are tied directly into the four above mentioned needs areas. The ASCEND objectives are:

Objective 1: An effective, sustained multi-media communications network will interest and assist 50% of administrative and supervisory agencies in career education implementation.

ASCEND was primarily conceived as a method for establishing a communications network that would disseminate information, strategies, and materials on career education implementation throughout the largest school system in the world. It was not conceived as "one short boost" to the ongoing system, providing career education for the period of its funding, but rather as an ongoing and self-perpetuating system for the spread of career education throughout New York City. ASCEND was designed as a sustained communications system whose product, the ASCEND kit, would be used by personnel city-wide to make career education a reality in their own schools and community school districts.

Objective 2: Fifty percent of local district office staff, board members, high school supervisors, and selected parents and industry spokespersons will increase in knowledge and appreciation of career education.

The object of the communications network developed by ASCEND was to effect this increase in knowledge and appreciation. The ASCEND kit was clearly designed to offer information, strategies, and materials on career education, to increase knowledge. It was also designed to be appealing on many different levels, both in the format and packaging of the kit itself, and in the presentation of its content, to positively affect the appreciation of career education by practitioners throughout the system. Thus, it sought to provide not only the necessary information to career education implementation, but a corresponding desire to put this information to use.

Objective 3: One TTT and two TTS will implement career education in the local districts at no additional cost.

The establishment of the ASCEND communication network necessitated a third task for the project staff, to train key supervisory personnel in the use of the ASCEND kit, so that its dissemination and staff development functions could be sustained after the expiration of project funding. A standard TTT-TT-T pyramidal training approach was implemented. The CCOE staff (TTT), serving in the capacity of trainers of trainers of teachers, trained district office staff and school administrators (TT), who in turn trained teachers (T) in the concept and applications of career education.

Objective 4: Selected high school supervisors will implement career education in the high schools at zero additional cost.

ASCEND was designed to spread career education throughout the vast New York City system. Objective 3 above addresses itself to the propogation of career education in the decentralized and autonomous community school districts, which operate the elementary and intermediate schools, covering grades kindergarten through 9. This objective address the still centralized high schools, where a similar pattern of TTT-TT-T training was utilized to train school personnel.

In this case, CCOE staff members (TTT), trained the school principal, assistant principals, and department chairman (TT), who in turn trained the subject area teachers (T), in career education concepts and applications.

Objective 5: Fifty percent of local districts and local districts and selected central high school supervisory agencies will develop plans for career education with provision for zero additional cost implementation.

Career education will not grow to its full potential if its existence is tied into the variables of outside funding of programs. ASCEND was designed to provide the school and community school districts with the knowledge and wherewithal not only to develop and implement their own career education programs, but to plan for their refinement and expansion at minimal or no additional cost in situations where no outside monies are available. Only in this fashion is the continued growth of career education assured.

The conceptual framework of Project ASCEND linked its five above-mentioned objectives to the United States Office of Education's learner/administrator and supervisor outcomes. These outcomes were derived from an analysis of the list of USOE Office of Career Education championed policy changes. The USOE-OCE learner and administrator outcomes of direct relevance to the ASCEND objectives are as follows:

Students will:

- Be competent in the basic academic skills required for adaptability in our rapidly changing society.
- Be knowledgeable on the eight elements of career education as outlined in USOE's Ohio State Model I Project.
- Be equipped with vocational and personal skills at a level that will allow them to gain entry into and attain a degree of success in the occupational society.
- Be equipped with career-related decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.

- Be aware of the means available for continuing and recurrent education once they have left the formal system of schooling.
- Be successful in being placed in a paid occupation, in further education, or in a vocation consistent with their current career education.

Administrators and Supervisors will:

- Emphasize career education as a priority goal.
- Provide leadership and direction to career education programs.
- Involve the widest possible community participation in career education policy decision making.
- Provide time, materials, and finances requested for implementing career education programs.
- Initiate curriculum revisions designed to intergrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

The original ASCEND Kit was projected as one that would contain seven modules designed to help meet the ASCEND objectives and also incorporate into all career education programs in New York City the above noted USOE-OCE learner and administrator outcomes. After the ASCEND staff and consultants were hired, and work on the project begun, these seven original modules were reduced to five more manageable and more inclusive modules.

The complexity of the ASCEND proposal made the selection of the program staff a critical one. In order that ASCEND achieve its objectives and successfully orchestrate the development and spread of career education in the New York City public school system, an intimate understanding of the structure and function of CCOE, of the rest of the central headquarters operation, of the schools and community school districts, and of the past career education efforts carried out by CCOE was essential. When ASCEND's funding was approved in October 1977, the responsibility for its development was placed with CCOE's Career Education Unit.

This unit has been involved in the development and implementation of career education in the New York City public schools dating back to February, 1972, and the advent of the State Project to Implement Career Education (SPICE), the pioneer career education program in New York City. The members of the Career Education Unit had served as community school district coordinators, program specialists, borough-wide coordinators, on-site specialists, staff development specialists, and community resource coordinators in such programs as SPICE, the Tri-District Career Education Model, the Implementing Career Education (ICE) in-service courses, the K-12 Comprehensive Career Education Model, the Career Education Field Training Unit (CEFTU), and the System-wide Career Education Cluster-Based Articulated Model Program (SCECAMP).

The Career Education Unit set up a screening committee for the hiring of the ASCEND staff, the resumes of candidates interested in the various positions were reviewed, and qualified candidates were called in for interviews and hired. The ASCEND coordinator began to gather and analyze materials on past CCOE efforts in career education, as well as reviewing materials developed by previous USOE-OCE and NIE programs. Preliminary surveys were made of key community school districts and high schools that would be part of the communication network developed by Project ASCEND, to determine what information, resources, and materials would be most useful to them in developing career education programs.* Surveys were also conducted of key agencies within and outside CCOE to discover what kind of materials were available for incorporation into the ASCEND kit.** The ASCEND staff worked closely with other members of the Career Education Unit in these and all other phases of the program's implementation.

*See Appendix A

**See Appendix B

The ASCEND staff then began work on the most critical ingredient of its proposed communications network: the ASCEND kit. It was this package which would in the end determine just how successfully ASCEND would meet its objectives, incorporate the USOE-OCE learner/administrator objectives into its efforts, and provide for the future coordination and growth of career education in the New York City public schools. The kit would have to be both attractive and convenient to use. As the first rule of communication is always to "get the audience's attention" the ASCEND kit, if it was to interest an audience of community school district and school administrators already confronted with a myriad of educational problems and proposed solutions, would have to stand out from the standard materials to which these administrators were exposed. It would have to be "eye-catching," "attention grabbing," or, in a word, "slick." It would also have to contain a solid budget. A number of different prototypes were developed as the ASCEND staff moved toward what would ultimately be its final package. Different logos and color schemes were also developed and evaluated as to their comparative attractiveness and impactability.

The final design for the kit was one unique not only to career education, but to the Board of Education of New York in general. It was decided that the kit would consist of a carrying carton, bearing the ASCEND acronym and rainbow logo, into which would fit five 14" x 10" boxes, each a self-contained career education orientation/instructional module. Each of these modules, whose titles are outlined above, would contain three folders and an accompanying filmstrip/cassette.

Folder One would be entitled "Orientation," and would provide an introduction to the subject of module, and a philosophical background for the concepts presented within it. Folder Two would be entitled "Strategies" and would provide specific implementation strategies and selected program descriptions related to the subject of the module. Folder Three would be entitled "Resources" and would contain material and information on programs within CCOE, and within other public and private agencies, relevant to the subject of the module.

Each filmstrip would be in full color and 10 - 12 minutes in length. It would be accompanied by a sound cassette, narrating its content. The filmstrip would tie directly into the presentations in the three folders, and would be aimed at interesting the reviewer in exploring the subject matter of that module. The kit was developed with frequent input and consultation from the executive office of CCOE. The USOE-OCE program officer, Terry Newell, on a monitoring visit to the CCOE offices, offered valuable insights into the production of the ASCEND kit, particularly various aspects of the multi-media component. Through work of the ASCEND staff, and the kind of CCOE teamwork mentioned above, the ASCEND kit was finally produced, overcoming a number of technical obstacles that had been unforseeable. A preliminary flyer* explaining the kit was developed and disseminated city-wide.

The ASCEND kit is a five module package designed to stimulate and support the growth of career education programs throughout New York City. Each kit contains fifteen color-coded folders, ten of which (the orientation and strategy folders for each module) have printed information on them relevant to the modules. The other five folders (the resource folders for each module) are blank, but contain a total of eight full color over head transparencies produced by the project and over 50 printed items from various career education programs throughout the city. These printed items include sample lesson plans, posters, flyers on various programs, resource guides and manuals. Each kit also contains a total of five filmstrips with accompanying cassettes. An overview book is also included with each kit. A total of 100 kits were produced.

One can appreciate the work that went into the production of the ASCEND kit** in the most rudimentry examination of the five modules and their contents. An outline of each module, taken from the ASCEND overview booklet, follows:

*See Appendix E

** See Appendix J

MODULE I: IMPROVING BASIC SKILLS THROUGH CAREER EDUCATION

ORIENTATION:

Seizing on the present emphasis on basic skills as a barometer of school success, this module relates these skills to the world of work. Career education elements are related to basic skills as one solution to problems faced by educational institutions.

STRATEGIES:

Particular strategies for infusing career education into the cognitive, affective and psychomotor domains of education are outlined in this folder. Included is a chart illustrating connections among career education elements, regular curriculum content and occupational clusters.

REPRESENTATIVE PROGRAMS INCLUDE:

CITY-AS-SCHOOL: Provides out-of-school learning in varied sites throughout the city. Each student is matched with several professional persons related to specific subjects and each student's program is designed to meet his/her needs, and enhance learning and retention powers through diverse work-study experiences. It is available to high school students at sites throughout the city. (Grades 10-12)

HOME ECONOMICS: This unit develops and coordinates programs for all grade levels focusing on personal living, family living and earning a living. At the high school level, it provides pre-professional training in home economics. In-service education, workshops, school visits, mini and semester courses, intervisitations to business and industry and city-wide teacher enrichment days are provided. Advisory services for planning new and renovated rooms and facilities, and for appraisal of books are available. A resource center provides displays of sample projects, process

boards, bulletin boards, posters and new ideas, reference library of books, periodicals and audio-visual aids, files of examinations, teaching modules and other resource materials, work space for research and materials available for short-term loan.

INDUSTRIAL ARTS: This office offers industrial arts teachers, school administrators and community school districts a variety of services which aim toward the improvement of instruction and development of contemporary innovative curriculum for girls and boys. Services include: the implementation of programs in wood, metal, graphic arts, electricity/electronics, transportation, ceramics, drafting and career awareness; staff development activities such as hands-on workshops and staff placements.

REPRESENATIVE RESOURCE:

Title-Contributing Agency-Phone Contact

1. "HINTS" (Booklet) - Home Economics Unit - 596-4978
2. "Let Your Basket Overflow with Career Opportunities" (Poster) - Home Economics Unit - 596-4978
3. "Home Economics is for Everyone" (Guide) - Home Economics Unit - 596-4978
4. "The Ships Captain" (Student Publication) - Industrial Arts Unit - 596-5057
5. "PAC, C4C, E.E." (Brochure) - Industrial Arts Unit - 596-5057
6. "Making a Publication" (Instruction Chart) - Industrial Arts Unit - 596-5057
7. "Johnny Can Read" (Booklet) - Industrial Arts Unit - 596-5057
8. "Educators Kit" (Kit) - City-As-School - 858-1004
9. "National P.T.A. Policy Statement MCE" (Information Sheet) - Career Education Unit - 858-6942
10. "Education for the World of Work" (Guide) - Community and Business Relations Unit - 858-6942

11. "New York Times Certificate" (Sample Awards) - Industrial Arts Unit - 596-5057
12. "Home Economics Certificate" (Sample Awards) - Home Economics Unit - 596-4978
13. "Mathematics" (Overhead Transparency) - Career Education Unit - 858-6942
14. "Improving Basic Skills Through Career Education" (Filmstrip/audio-cassette) Career Education Unit - 858-6942
15. "Sample Lessons" (Teacher-made Lessons) - Career Education Unit - 858-6942
16. "Curriculum Publications" (DEP&S) - Dissemination Unit - 596-4980

FILMSTRIP AND CASSETTE:

"Improving Basic Skills Through Career Education" illustrates the advantages and flexibility of career education concepts for work in the basic skills. Examples are taken from classes in photography, woodworking, computer programming, sewing and a publishing activities center.

MODULE II. PERSONAL AND DECISION MAKING SKILLS

ORIENTATION:

This folder introduces the three domains of education: the affective, the psychomotor and the cognitive. Career education and its utility in improving personal and decision making skills is used to demonstrate the relationships among these three areas of learning.

STRATEGIES:

Strategies are offered for leading students into conscious decision making, self-awareness activities, and the development of social skills.

REPRESENTATIVE PROGRAMS INCLUDE:

AFTER SCHOOL OCCUPATIONAL SKILLS PROGRAMS: This program is designed to equip students in tenth, eleventh and twelfth grade public and non-profit private secondary schools with entry-level job skills for summer, part-time and full-time employment. Skills training is available in trade, business and health career areas, including automotive, aviation, construction, drafting, electronics, food preparation, graphic arts, metalworking, typing, stenography, key punch, and clerical practice. Classes are held after school on two week days in approximately 40 centers located at New York City public high schools.

BRONX CAREER COUNSELING AND RESOURCE CENTER: BCCRC offers individual and group career counseling, vocational guidance and testing, occupational information, and a multi-media library of Spanish bilingual career resource materials. Services and materials are available free to youth and adults age 14 and older, in or out of school, throughout the Bronx and the city. Professional staff of schools and community agencies may obtain career films and filmstrips on a free-loan basis. Among the many resources is a computer terminal

providing instant nation-wide information about occupations, 2 and 4 year colleges, graduate schools, and scholarships and financial aid.

On site equipment permits hands-on testing in several skill areas. Names of speakers from a wide variety of career areas are kept on file. Assistance is provided to school personnel in arranging career days and infusing career education concepts into present curricula. The Center is open Mondays through Fridays, 9:00 A.M. - 5:00 P.M. However, evening or Saturday hours can be arranged for interested groups. Persons wishing to use BCCRC services or recieve a copy of their list of available career films and filmstrips, should call, write or visit the center.

REPRESENTATIVE RESOURCES:

Title-Contributing Agency-Phone Contact

1. "Be somebody - Do Something" (Poster) - After School Occupational Skills Program - 596-4410
2. "Helping Students Make Career Choices" - Career Education Unit - 858-6942
3. "BEVG Resource Center" (Brochure) - Bureau of Educational and Vocational Guidance - 596-8910
4. "BEVG AV Catalog" (Catalog) - Bureau of Educational and Vocational Guidance - 596-8910
5. "Adult Education in New York City" (Directory) - Bureau of Educational and Vocational Guidance - 596-8910
6. "Career Guidance Newsletter" (Newsletter) - Bureau of Educational and Vocational Guidance - 596-8910
7. "Directory of Public Schools" (Directory) - Bureau of Educational and Vocational Guidance - 596-8910
8. "Your Career is Your Future" (Brochure) - Bronx Career Counseling and Resource Center - 323-1330
9. "A Different Drumbeat" (Overhead Transparency) - Career Education Unit - 858-6942

10. "Improving Personal and Decision Making Skills" (filmstrip/audio-cassette) - Career Education Unit - 858-6942

FILMSTRIP AND AUDIO CASSETTE:

"Improving Personal and Decision making skills through Career Education" depicts students learning through career education to be aware of their individuality. Simulated career activities enable them to clarify their values, attitudes and interests. Through these, they realize the importance and utility of making clear decisions, acquiring good study habits, learning to communicate thoughts and emotions as well as to get along with others.

MODULE III: USING COMMUNITY RESOURCES

ORIENTATION:

This folder sets out a method for identifying community resources and for differentiating the variety of "communities" within every community.

STRATEGIES:

Ways of selecting, obtaining and effectively using guest speakers are outlined. Liaisons with parent groups and effective use of field trips in business are described. Two transparencies: "Find the Community Resources" and "Career Education and the World of Work" graphically point out their subjects.

REPRESENTATIVE PROGRAMS INCLUDE:

OPEN DOORS: An arm of the Economic Development Council, OPEN DOORS works very closely with CCOE in promoting industry-education cooperation, especially in the area of career education. This non-profit agency has systematically canvassed many of the employers in the city and has published "Resource Guides" which catalogue the kinds of assistance teachers need in their classrooms and which companies make available; for example, free materials, speakers in the classroom, tours available to students, etc. In addition, OPEN DOORS sponsors workshops for educators and business representatives. OPEN DOORS also has assisted CCOE in many of its Career Education programs by providing contacts in industry that the Center has been able to use.

EXECUTIVE INTERNSHIP: Students spend four days a week with professionals or workers at on-site locations observing and participating in decision making and community service. The fifth day is spent at seminar with other interns and coordinators. Secondary students gain first hand experience in a number of executive to

entry-level careers from the people they are working with and from the demands of the work place. (Grades 10-12)

COOPERATIVE EDUCATION: Opportunity is given students to have a paid work/learning experience at employer sites throughout the city; connection is made between the classroom and the work-world. Students spend varied periods of time at a work site and then return to school. Some students spend half day, two weeks, or 9 weeks at a work site. There are a few instances of junior high school students participating in such programs. Alternative educational experience is offered to over 10,000 students to meet their individual needs. Employers gain benefit of better prepared employees, thereby insuring support of the program. (Grades 7-12)

COMMUNITY AND BUSINESS RELATIONS UNIT: This unit assists districts and schools in developing programs that utilize the resources of the community, i.e. business, labor unions, government agencies. Activities include speakers in the classroom, on-site visits in industry by students and teachers and the use of industry-sponsored materials in the classroom. The unit also organizes both graduate and in-service credit courses that are hosted at employer sites to familiarize educators with the world of employment.

REPRESENTATIVE RESOURCES:

Title-Contributing Agency-Phone Contact

1. "Put a Student in Your Business" - Bureau of Cooperative Education - 875-6235
2. "1978-79 List of Free Materials Available to Educators" (Directory) - Bureau of Educational and Vocational Guidance - 596-8910
3. "An Apple for the Teacher" (Newsletter) - New York Urban Coalition Education Program - 399-0200

4. "A Report of Working Partnerships Between School, Business Labor and Community" (Annual Report) - OPEN DOORS - 573-9514
5. "Speaker Services"
6. "Career Education in New York City" (Newsletter) June 1978 - Community and Business Relations Unit - 858-6940
7. "We're Ready to Work" (Overview) - Y.E.T.P. Career Experience Center, Youth Employment Training Center Program - 260-0578
8. "Find the Community Resources (Overhead Transparency)- Career Education Unit - 858-6942
9. "World of Work" (Overhead Transparency) - Career Education Unit - 858-6942
10. "Using and Developing Community Resources (filmstrip/ audio-cassette) - Career Education Unit - 858-6942

FILMSTRIP AND AUDIO CASSETTE:

"Using and Developing Community Resources," narrated by a student, contains photographs he took of work sites in his neighborhood. Guest speakers are shown in both classrooms and field trip settings.

MODULE IV: STAFF DEVELOPMENT - IMPLEMENTING CAREER EDUCATION

ORIENTATION:

Successful infusion of any new element into the educational program demands a staff development component. This module focuses on New York City pedagogical staff and the particular career and occupational needs of its students.

STRATEGIES:

Included in this folder are ways of creating effective workshops, defining operational objectives and implementing career education ideas. Specially prepared overhead transparencies on the "8 Elements of Career Education" and "Domains of Education" arrestingly present these ideas.

REPRESENTATIVE PROGRAMS INCLUDE:

SYSTEM-WIDE CAREER EDUCATION CLUSTER BASED ARTICULATED MODEL PROGRAM: SCECAMP is a comprehensive career education model program that has established a network of schools, K-18, in New York City. All fifteen of the USOE occupational clusters are developed; each site specializing in five. The project emphasizes articulation among all participating schools, as well as with the business community. A manual for replication of the program has been produced.

PROGRAM MANAGEMENT AND PLANNING:

These units of CCOE provide services at all levels, kindergarten through adult, in the planning, implementation, monitoring, and evaluation of career and occupational education programs. It offers support and assistance in the form of in-service courses and training workshops, audio-visual and written materials,

implemenation-techniques, and on-site staff assistance. Information on funding and proposal writing is provided.

REPRESENTATIVE RESOURCES:

Title-Contributing Agency-Phone Contact

1. "Career Education and Sex Role Stereotyping" (Guide) - Career Education Unit - 858-6942
2. "Implementing Career Education" (Course Outline Booklet) - Career Education Unit - 858-6942
3. "A Pictorial Report" (Visual Guide) - Career Education Unit - 858-6942
4. "8 Elements of Career Education (Overhead Transparency) - Career Education Unit - 858-6942
5. "Totally Developed Person" (Overhead Transparency) - Career Education Unit - 858-6942
6. "Cognitive, Affective, Psychomotor" (Overhead Transparency) - Career Education Unit - 858-6942
7. "Implementing Career Education-Staff Development" (filmstrip/audio-cassette) - Career Education Unit - 858-6942

FILMSTRIP AND AUDIO CASSETTE:

"Implementing Career Education--Staff Development" depicts a variety of staff activity at both district-wide and school levels. The Center for Career and Occupational Education is available to aid in the use of in-service courses, training of teacher trainers and consultation on particular problems.

MODULE V: PLANNING FOR EFFECTIVE CAREER EDUCATION

ORIENTATION:

The Center for Career and Occupational Education has long been an innovator in the development of career education plans. This module focuses on various techniques and planning strategies that have been used by the Center and that can be adapted by community school districts and schools.

STRATEGIES:

Strategies for local planning with liaisons to centralized current and past plans are included in this section. It is possible to use the USOE planning process to introduce career education at zero minimal additional cost if both long and short range plans are developed. Guides for doing this are included as well as a new overhead transparency titled "Where Do We Go From Here?"

REPRESENTATIVE PROGRAMS INCLUDE:

PROGRAM MANAGEMENT AND PLANNING: (See Module IV for descriptions of these CCOE Units).

THE CAREER EDUCATION UNIT: The Career Education Unit provides selected schools and community school districts throughout New York City with intensive on-site staff development in career education. Training is arranged at the school's convenience and is designed to get school personnel immediately involved in the implementation of career education.

The Career Education Unit provides these services to participating schools and districts:

- on-site staff development workshops
- faculty orientations
- demonstration lessons
- individual conferences with teachers

- publicizing of career education activities that take place at the schools
- formulation of career education school newsletters
- contact with business and community resources
- use of career education films
- utilization of CCOE Resource Center
- on-going follow-up services

NEW YORK URBAN COALITION: is a private, non-profit organization dedicated to improving the quality of life for all people living in New York City. The Coalition brings together an alliance of business, labor and community leaders, with their talent and resources, to find specific resolutions to specific New York City problems. Education is one of its primary areas of focus and educators can obtain their assistance in planning training and workshops.

REPRESENATIVE RESOURCES:

Title-Contributing Agency-Phone Contact

1. "Blueprint for Career Guidance" (Book) - Bureau of Educational and Vocational Guidance - 596-8910
2. "Manual for Replication of a Model Career Education Program (Manual) - SCECAMP
3. "Local School Development" A Strategy for Meeting the Education Needs of New York (Newsletter) - New York Urban Coalition - 399-0200
4. "Evidence of Effectiveness" (Report) - Industrial Arts Unit -596-5057
5. "Vocational Education Act Proposal Design (Guidelines) - Program Management - 596-4061
6. "Highlights From Houston" (Newsletter) - OPEN DOORS - 573-9514
7. "Where Do We Go From Here?" (Overhead Transparency)- Career Education Unit - 858-6942
8. "Planning for Effective Career Education" (filmstrip/ audio-cassette) - Career Education Unit - 858-6942

FILMSTRIP AND AUDIO CASSETTE:

"Planning for Effective Career Education" emphasizes both long and short range planning and points out a great number of diversified planning resources.

With the completion of the ASCEND Kit, the work on the other four program objectives could be completed. There are three already-mentioned factors,* however, that should be taken into account when considering the time lines for the completion of the rest of these objectives:

- The initial starting date for the project was delayed from July to October 1977 by a variety of events resulting in funding being granted three months later than expected.
- Administrative reorganization within the Center for Career and Occupational Education and the current centralized hiring regulations of the Board of Education further delayed the full staffing of the project.
- The entire second phase of ASCEND, i.e., the actual use of the modules, was thrown off by the two factors mentioned above so that the two and a half month summer vacation now fell into the midst of the implementation time line. In the absence of school personnel, little could be done toward the training of teacher trainers or many of the other aspects of ASCEND's dissemination.**

Despite these factors, as of the writing of this report, ASCEND has met all of its program objectives.

The time charts for Objectives 1 through 5, on the following pages, give a concise picture of when and how those objectives were met. Measuring devices, such as the Career Education Inventory, developed and used in meeting these objectives are included in the Appendices as noted.

* See Appendix I

** See Appendix L, M

Project ASCEND, then, met each of its objectives. In doing so, it established itself as a viable model for career education dissemination. It has sustained itself since the end of the official funding period and, indeed, has become the chief vehicle for all Center for Career and Occupational Education dissemination, staff development, and orientation efforts. It is a kit much in demand by community school districts, high schools, and other public and private agencies throughout the city who were not part of the original ASCEND network.* Thus it is already well on its way to accomplishing its ultimate end, to bring information on career education concepts and applications to each of the city's 32 school districts and over 100 high schools. It stands as the cornerstone of CCOE's career education thrust.

But Project ASCEND should be of more than just local interest. There seems to exist, in some circles, the belief that New York City is somehow an entity into itself, with what is happening there somehow unrelated to what is occurring in other parts of the country. Quite the contrary, New York City can often serve as a barometer for what is happening, or will happen, throughout the rest of the country. New York City, because of its size, its multi-cultural population and its position as the center of the world's communication network, is therefore an ideal location to try out any innovation that might serve as a model for other urban centers throughout the nation. This is as true in education as it is in show business, where the motto is "if it will play New York, it will play anywhere."

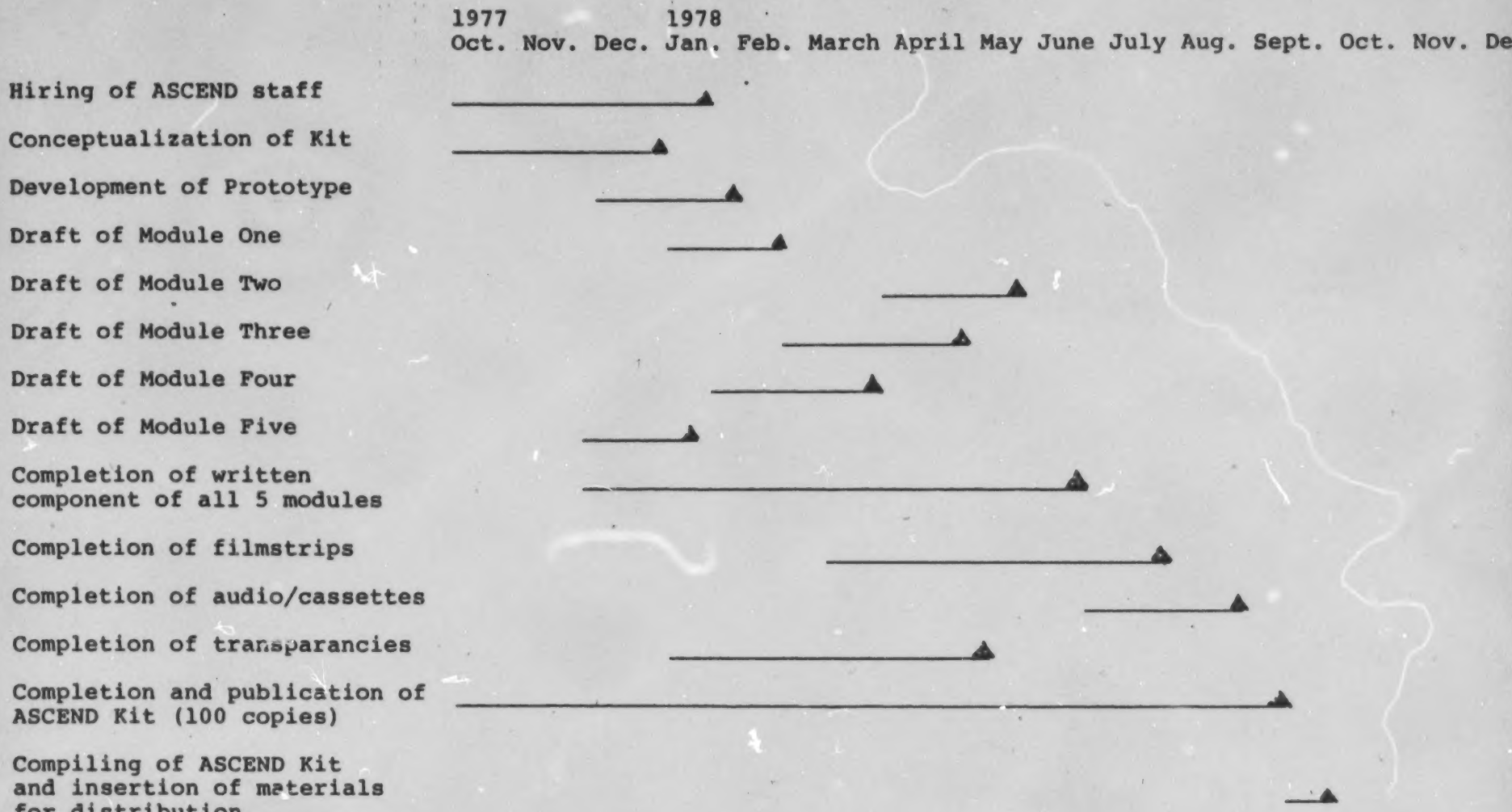
ASCEND has "played" New York and has received rave reviews. It stands as a model for cities, districts, and agencies seeking to effectively spread career education throughout their schools. It is a replicable approach which, if built into the existing strengths of overall school systems, as it has been in New York, will be self-sustaining and effective.

Attached are appendices pertinent to an understanding of some of the inner workings of Project ASCEND and to a full comprehension of this report.

*See Appendix N

Time Chart for Objective 1

Objective 1: An effective, sustained multi-media communication network will interest and assist 50 percent of administrative and supervisory agencies in career education implementation.

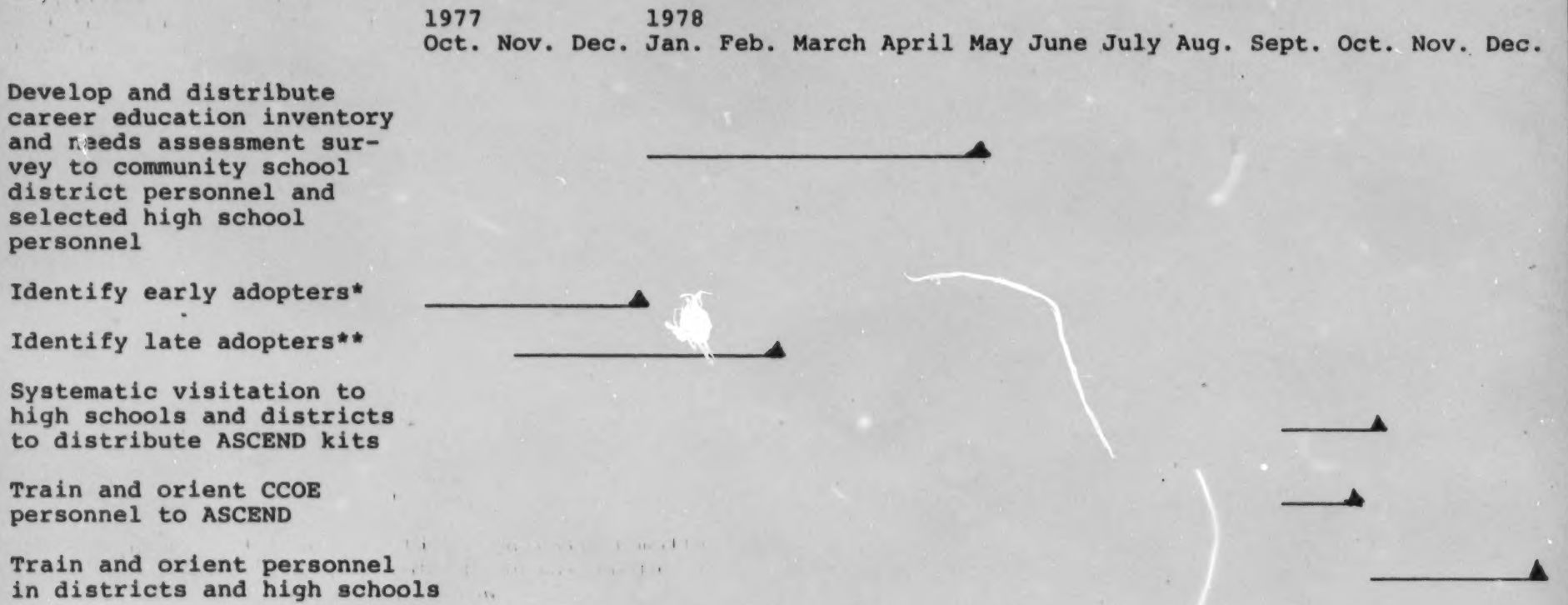

1977
1978
Oct. Nov. Dec. Jan. Feb. March April May June July Aug. Sept. Oct. Nov. De
Hiring of ASCEND staff
Conceptualization of Kit
Development of Prototype
Draft of Module One
Draft of Module Two
Draft of Module Three
Draft of Module Four
Draft of Module Five
Completion of written component of all 5 modules
Completion of filmstrips
Completion of audio/cassettes
Completion of transparancies
Completion and publication of ASCEND Kit (100 copies)
Compiling of ASCEND Kit and insertion of materials for distribution

41

42

Time Chart for Objective 2

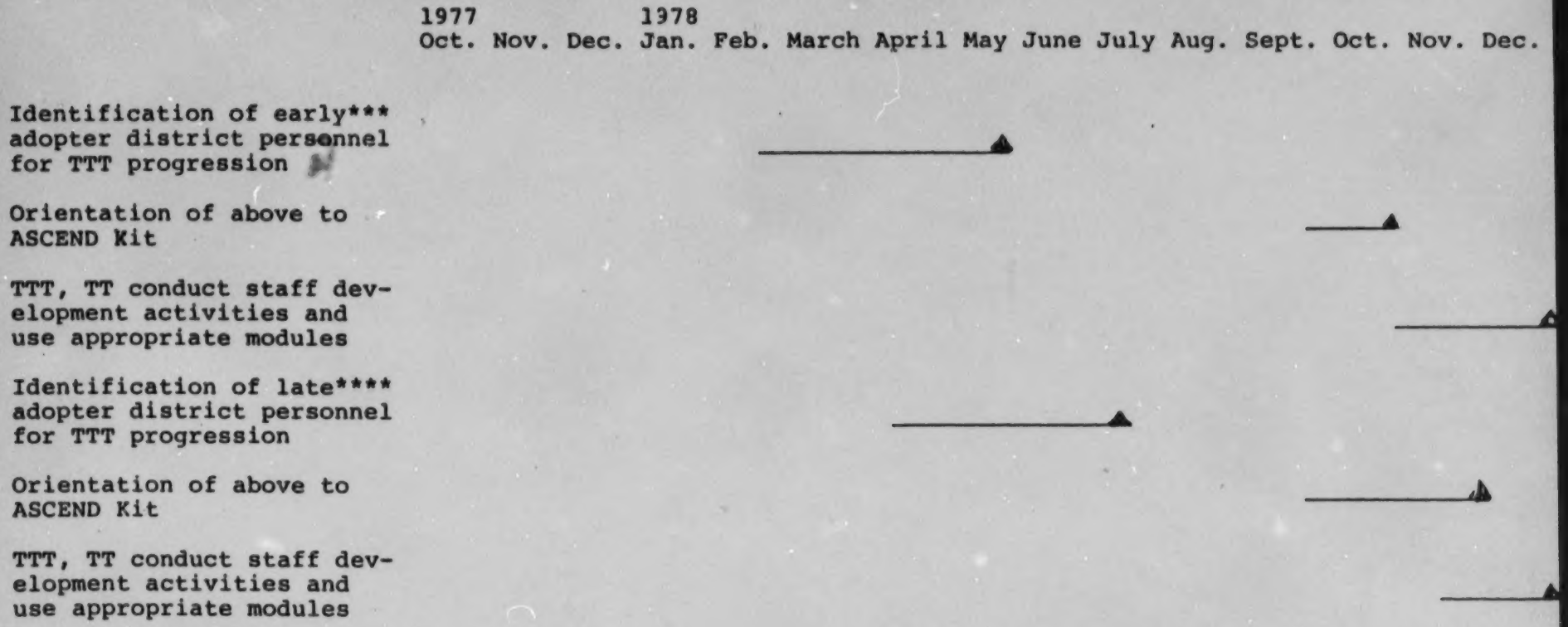
Objective 2: Fifty percent of local district office staff, boardmembers, high school supervisors, and selected parents and industry spokespersons will increase in knowledge and appreciation of career education.


1977
1978
Oct. Nov. Dec. Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
Develop and distribute career education inventory and needs assessment survey to community school district personnel and selected high school personnel
Identify early adopters*
Identify late adopters**
Systematic visitation to high schools and districts to distribute ASCEND kits
Train and orient CCOE personnel to ASCEND
Train and orient personnel in districts and high schools

*Early Adopters - As defined by ASCEND proposal, a group or groups of personnel from districts and/or high schools that have had some previous career education involvement and who wish to strenghten their on-going career education programs.

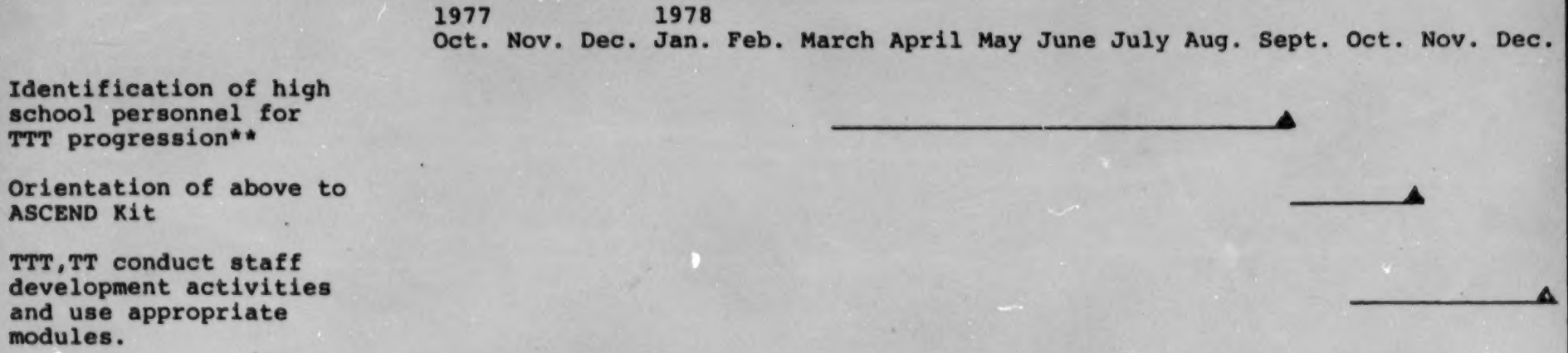
**Late Adopters - As defined by ASCEND proposal, a group or groups of personnel from districts and/or high schools that have requested information and/or assistance in generating career education programs.

Objective 3: One TTT* and two TTs** will implement career education in the local districts at zero-additional cost.


1977
1978
Oct. Nov. Dec. Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
Identification of early*** adopter district personnel for TTT progression
Orientation of above to ASCEND Kit
TTT, TT conduct staff development activities and use appropriate modules
Identification of late**** adopter district personnel for TTT progression
Orientation of above to ASCEND Kit
TTT, TT conduct staff development activities and use appropriate modules

*TTT = Trainer of Teacher Trainer
**TT = Teacher Trainer
***Early Adopter Community School Districts: Districts 4, 9, 12, 13, 15, 18, 19, 31, 75
****Late Adopter Community School Districts: Districts 3, 5, 7, 8, 10, 16, 17, 23
Total = 16 Community School Districts or 50 percent of New York City Community School Districts.

Objective 4: Selected high school supervisors will implement career education in high schools at zero-additional cost.


1977
Oct. Nov. Dec.
1978
Jan. Feb. March April May June July Aug. Sept. Oct. Nov. Dec.
Identification of high school personnel for TTT progression**
Orientation of above to ASCEND Kit
TTT,TT conduct staff development activities and use appropriate modules.

*A reader unfamiliar with the New York City public school system might find Objective 3 and Objective 4 falsely separated. In 1969, however, the New York City schools were decentralized. All non-special schools up to and including junior high schools were placed under jurisdiction of locally elected community boards who then appointed their own school superintendants. High schools remained under the central New York City Board of Education and their principals were appointed by the central board. There are real differences, then, in dealing with K-9 public schools in New York City and in dealing with the high schools.

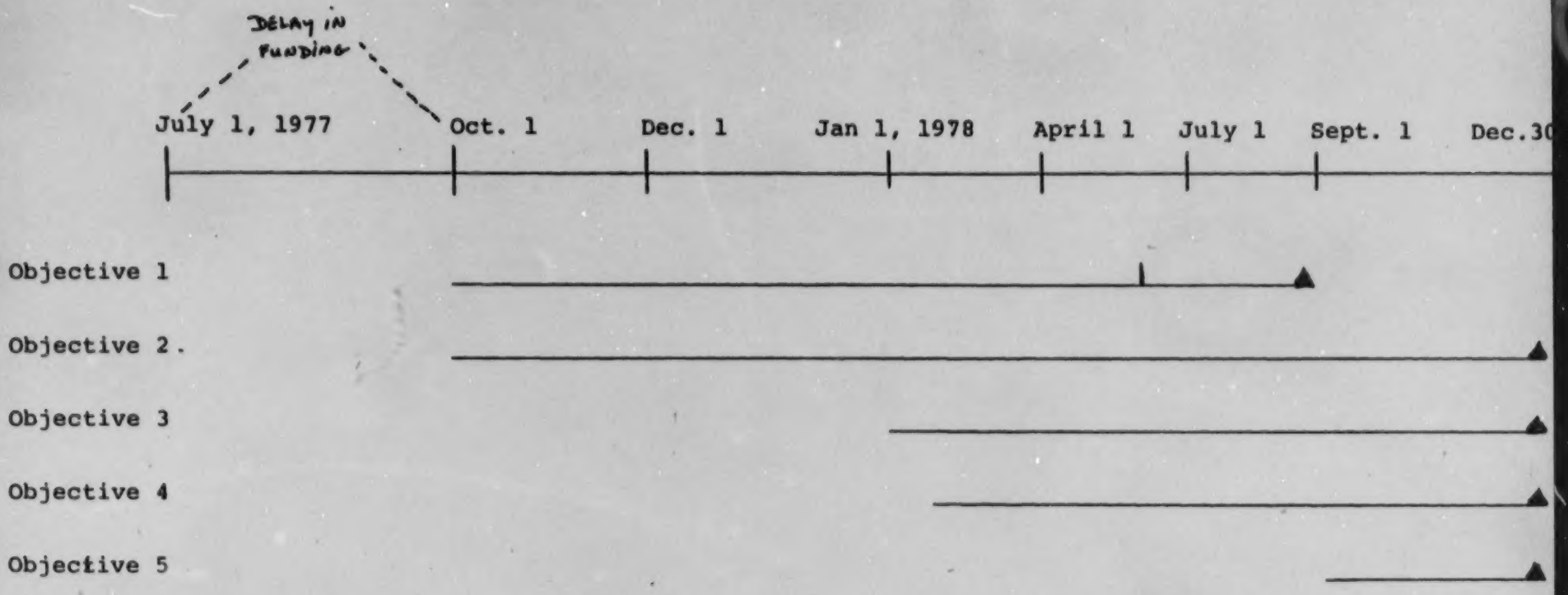
**The high schools selected to be part of the ASCEND network are: Boys and Girls High School, Erasmus Hall High School, Evander Childs High School, Jane Addams Vocational High School, Thomas Jefferson High School, Newtown High School, New Dorp High School, and Theodore Roosevelt High School.

Objective 5: Fifty percent of local districts and selected central high school supervisory agencies will develop plans for career education with provision for zero-additional-cost implementation.*

	1977			1978									
	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
On-site teams conduct career education planning workshops for participating districts															
Districts and selected high schools submit career education plans to CCOE with plans for zero additional cost															

*Funding for Project ASCEND terminated on September 30, 1978. Those aspects of the program's objectives completed after that date were carried out by the CCOE central staff. This was necessitated by the altered implementation schedule arising from a three month delay in approval of funds.

VISUAL TIMELINE -- PROJECT ASCEND IMPLEMENTATION



51

52

APPENDICES

Project Questionnaire Prepared for the Center for Career and Occupational Education of the NYC Board of Education

The term "Career Education" refers to a comprehensive, innovative reform of the U.S. public school system begun in the late 1960's and early 1970's.

This questionnaire seeks to establish an empirical base for evaluating the impact of materials being prepared by the NYC Board of Education. Please complete it (approximate time needed is 15 minutes) as soon as possible and mail it in the enclosed self-addressed envelope.

NOTE: The confidentiality of any person's responses will be unconditionally protected.

1. Listed below are nine possible student outcomes. As you view it, how important is it for your school to assist students in achieving each of these outcomes?

Schools should help students have	Very Important	Somewhat Important	Not Important	Not Appropriate
a. The basic academic skills required for adaptability in our rapidly changing society.	____	____	____	____
b. Good work habits.	____	____	____	____
c. A personally meaningful set of work values that foster a desire to work.	____	____	____	____
d. Career decision-making skills, job-hunting skills, and job-getting skills.	____	____	____	____
e. Vocational skills sufficient to gain entry into and attain a degree of success in the occupational society.	____	____	____	____
f. Ability to make career decisions based on the widest possible set of data concerning themselves and their educational-vocational opportunities.	____	____	____	____
g. An awareness of means available for continuing and recurrent education after leaving the formal school system.	____	____	____	____
h. Success in being placed in a paid occupation, in further education, or in a vocation consistent with their current Career Education.	____	____	____	____
i. Work values incorporated into their total personal value structure in such a way that they are able to choose what, for them, is a desirable lifestyle.	____	____	____	____

2. Listed below are 9 actions your school or district might take to implement a Career Education Program. Indicate for each, how important you believe it is.

	Very	Somewhat	Not	Should not be done
a. Support development and testing of Career Education curriculum materials.	___	___	___	___
b. Facilitate dissemination of information about existing Career Education materials.	___	___	___	___
c. Subsidize purchase of Career Education materials by school districts.	___	___	___	___
d. Support in-service staff development activities.	___	___	___	___
e. Support innovations in pre-service training.	___	___	___	___
f. Support a computerized career information network.	___	___	___	___
g. Support research to predict future job markets.	___	___	___	___
h. Support research to improve career guidance procedures	___	___	___	___
i. Provide incentives for participation by the private sector in school activities.	___	___	___	___

3. With which of the following are you acquainted? (please check all that apply.)

_____ a. An Introduction to Career Education, a policy paper of the U.S. office of Education.

_____ b. The National Advisory Council for Career Education.

_____ c. The After-School Occupational Skills Program.

_____ d. The Division of Educational Planning and Support's Scope and Sequence.

_____ e. The Publishing Activity Center and Careers for Children Program.

4. Please indicate whether you agree (A) or disagree (D) with the following statements.

_____ a. Career education and vocational education are the same.

_____ b. Career education involves all grades K - 12.

5. How much have these problems contributed to the overall difficulty for your district or school in implementing Career Education? (Please check one in each row.)

	Greatly	Somewhat	No difficulty
a. Lack of trained staff.	____	____	____
b. Resistance of staff to Career Education.	____	____	____
c. Lack of student interest.	____	____	____
d. Lack of funds to train staff.	____	____	____
e. Lack of funds to purchase materials.	____	____	____
f. Lack of funds for making curricular changes.	____	____	____
g. Lack of funds for transportation of students to work sites.	____	____	____
h. Lack of curriculum materials that meet identified student needs.	____	____	____
i. Lack of curriculum material that meet staff development needs.	____	____	____
j. Lack of competent person(s) to train staff.	____	____	____
k. Opposition from parents.	____	____	____
l. Confusion between Career Education and Vocational Education.	____	____	____
m. Lack of interest at the State Educational Agency.	____	____	____
n. Lack of interest in the business/ labor/industry community.	____	____	____

6. How much have these factors contributed to the overall success of Career Education in your district or school. (Please check one in each row.)

	Greatly	Somewhat	No Contribution
a. Endorsement of staff.	____	____	____
b. Endorsement of business/labor/ industry community.	____	____	____
c. Endorsement of parents.	____	____	____
d. Endorsement of students.	____	____	____
e. Availability of funds.	____	____	____
f. Availability of curriculum materials.	____	____	____
g. Assistance from State Educational Agency	____	____	____
h. Assistance from Federal government.	____	____	____
i. Assistance from Central Board of Education.	____	____	____
j. Support of the Superintendent.	____	____	____
k. Support of School Principal.	____	____	____

7. A career education infusion is best described as:
(check one)

_____ an appendage onto an existing curriculum aim.
_____ a reworking of an existing curriculum aim to include a career education aim.
_____ a separate lession dealing with one of the eight career education themes plus a career cluster.
_____ none of the above.
_____ all of the above.

8. Career education activities are intended for:
(check one)

_____ slow learners
_____ college bound students
_____ non-college students
_____ students preparing for vocational training after high school
_____ none of the above
_____ all of the above

9. Career education includes:
(check one)

_____ affective domain only
_____ cognitive domain only
_____ affective and cognitive domain

10. Listed below are 8 activities. For each indicate the degree to which you engaged in them during 1977-78 school year by checking the appropriate response in Col. A.

	Column A			Column B
	Never	Occasionally	Often	
a. Reviewed commercially produced materials in career education.	____	____	____	____
b. Participated in programs or meetings where career education was discussed by:				
(i) NYC Central Board of Education Personnel.	____	____	____	____
(ii) local school district personnel.	____	____	____	____
(iii) experts from institutions of higher education.	____	____	____	____
c. Produced Career Ecucation materials.	____	____	____	____
d. Taught Career Education material in classrooms.	____	____	____	____
e. Visited business, industry, labor, or community sites to learn about career education.	____	____	____	____
f. Conducted Career Education staff development activities.	____	____	____	____
g. Attended summer session at college or university.	____	____	____	____
h. Reviewed locally prepared staff development materials.	____	____	____	____

11. When you have completed column A go back over the list and for each item which was a positive experience place a + in column B. For each item which was a negative experience place a - in column B.

Appendix A

IDENTIFICATION

12. What is your job? _____

13. How long have you held this position? _____

14. How long have you been employed by the New York City Board of Education?
_____

15. What is your primary license? _____

16. Check appropriate boxes:

☐ Male ☐ Female ☐ 20-30 ☐ 31-45 ☐ 46-65

17. Would you please check any area(s) you have worked besides education?

____ 1. Agri-Business
____ 2. Business & Office
____ 3. Communication & Media
____ 4. Construction
____ 5. Consumer & Homemaking
____ 6. Environmental Control
____ 7. Fine Arts & Humanities
____ 8. Health
____ 9. Hospitality & Recreation
____ 10. Manufacturing
____ 11. Marine Service
____ 12. Marketing & Distribution
____ 13. Personal Services
____ 14. Public Services
____ 15. Transportation

18. Please check those school personnel under your direct or indirect influence with regard to Career Education.

	Direct	Indirect
District Coordinators	___	___
Elementary school teachers	___	___
Middle or Junior HS teachers	___	___
Senior HS Teachers	___	___
Elementary school Guidance personnel	___	___
Middle or JHS Guidance personnel	___	___
Senior HS Guidance personnel	___	___
Elementary School Administrative personnel	___	___
Middle or JHS Administrative personnel	___	___
Senior HS Administrative personnel	___	___
Paraprofessionals Elementary	___	___
Paraprofessionals Middle	___	___
Paraprofessionals JHS	___	___
Librarians	___	___
School health workers	___	___
School social workers	___	___
District Superintendents	___	___
Deputy Superintendents	___	___

Thank you for your assistance. Please return the completed questionnaire in the enclosed, addressed, and stamped envelope.

PROGRAMS REFERRED TO

INDUSTRIAL ARTS UNIT: This unit offers industrial arts teachers, school administrators and community school districts a variety of services which aim toward the improvement of instruction and development of contemporary innovative curriculum for girls and boys. Services include: the implementation of programs in wood, metal, graphic arts, electricity/electronics, transportation, ceramics, drafting and career awareness; staff development activities such as hands-on workshops; and staff placement.

HOME ECONOMICS UNIT: This unit develops and coordinates programs for all grade levels focusing on personal living, family living and earning a living. At the high school level, it provides pre-professional training in home economics. In-service education, workshops, school visits, mini and semester courses, intervisitations to business and industry and city-wide teacher enrichment days are provided. Advisory services for planning new and renovated rooms and facilities, and for appraisal for books are available. A resource center provides displays of sample projects, process boards, bulletin boards, posters and new ideas, reference library of books, periodicals and audio-visual aids, files of examinations, teaching modules and other resource materials, work space for research and materials available for short-term loan.

PROGRAM MANAGEMENT UNIT: This Unit provides services at all levels, kindergarten through adult, in the planning, implementation, monitoring, and evaluation of career and occupational education programs. It offers support and assistance in the form of in-service courses and training workshops, audio-visual and written materials, implementation techniques, and on-site staff assistance. Information on funding and proposal writing is provided.

BRONX CAREER COUNSELING AND RESOURCE CENTER: BCCRC offers individual and group career counseling, vocational guidance and testing, occupational information, and a multi-media library of Spanish bilingual career resource materials. Services and

materials are available free to youth and adults age 14 and older, in or out of school, throughout the Bronx and the city. Professional staff of schools and community agencies may obtain resource coordinator functions both at center and at school sites. School visits aim at familiarizing school personnel with services of the resource center and career guidance. It's main function is city-wide dissemination of career information and resources, career education and career guidance materials.

IMPLEMENTING CAREER EDUCATION (ICE): Provides in-service training for educational personnel in career education; techniques of career infusion, knowledge of career education curricular materials, classroom techniques, awareness of values clarification techniques, utilization of community resources, familiarization with career education terminology and concepts. Participants use Implementing Career Education instructional guides in the 30 hour staff development courses, (Grades K-12).

SYSTEMWIDE CAREER EDUCATION CLUSTER-BASED ARTICULATED MODEL PROGRAM (SCECAMP): Implemented a comprehensive career education model that established a network of schools on a K-18 continuum in three of the five boroughs of New York City. Each site specialized in five clusters although developing all 15, and emphasized articulation between all participating schools as well as with the employment community. Strong staff development and curricular component. Programs were established at model sites with training of teachers and development of resource centers and curricular materials.

CAREER EDUCATION FIELD TRAINING UNIT (CEFTU): Provides training for teachers, librarians, counselors, administrators to become familiar with curriculum infusion, establishment and use of resource centers, function of values clarification, use of community resources, and involvement of parents in program. Program utilizes team approach in developmental and implementation functions of program. Application of team approach, training model, curricular materials and use of resources to provide career awareness and career exploration

experience to students in elementary, junior high and high schools. (Grades K-12)

STATE PROJECT TO IMPLEMENT CAREER EDUCATION (SPICE): The State Project to Implement Career Education was established to introduce career education concepts and practice to a limited number of schools in the New York City Public School system. S.P.I.C.E. was designed to introduce career education throughout the entire school system by training personnel in career education techniques and in turn having these personnel train new school personnel, first within their own community school districts and then in other districts throughout the City of New York. Activities consisted of guest speakers from business and industry, field trips, correlated curriculum development and hands-on-experiences.

OPEN DOORS: Open Doors is an arm of EDC mentioned below, works very closely with the Center in promoting industry-education cooperation, especially in the area of Career Education. OPEN DOORS has systematically canvassed many of the employers in the city and has published "Resource Guides" which catalogue the kinds of assistance teachers need in their classrooms and which the companies make available; for example, free materials, speakers in the classroom, tours available to students, etc. In addition, OPEN DOORS sponsors workshops for educators and business representatives. OPEN DOORS also has assisted the Center in many of its Career Education programs by providing contacts in industry that the Center has been able to use.

ECONOMIC DEVELOPMENT COUNCIL (EDC): This non-profit umbrella organization is sponsored by the largest corporations in New York City. The High School Renewal program is conducted in eleven high schools in which trainers from industry assist the schools in a process of self-analysis and reorganization that leads to the creation of new programs, frequently having a Career Education component. Further, EDC is presently designing an "Alliance for Education" which will promote and

coordinate all industry-education efforts of industries, unions, government and other agencies in the city. This effort which is just now commencing will bring new vigor to career education programs that work in cooperation with industry.

NATIONAL ALLIANCE OF BUSINESSMEN (NAB): NAB is presently promoting Career Education programs in New York City schools in the form of career days and career fairs. The "Classroom Connection" brings professional people and industry workers into the classroom to show students how the subjects they are studying are used in the work place. NAB advised the Center for Career and Occupational Education in many of its programs and it actively solicits the help of its member companies.

CAREERS FOR CHILDREN (C4C): Through hands-on experiences children receive awareness of varied career areas and of the process of making career decisions. Students explore career clusters by means of interdisciplinary activities, reading, field trips. The objective is to improve decision-making and career choice through exploratory experiencesin two elementary schools in the City. (Grades K-6)

CAREERS FOR CHILDREN (C4C) MODULAR: An industrial arts teacher/consultant conducts workshops and classroom activities in order to implement Industrial Art C4C curriculum materials. Students are provided career and occupational awareness through a "hands-on" interdisciplinary approach in six ESAA elementary schools.

ENTERPRISE EXPERIENCE (EE): Through simulated mass production techniques, and establishment of student-controlled enterprise, students experience varied careers and the skills used in these careers. Students form mini-companies, experiencing the actual process of running a business or company. (Grades 7-9)

PUBLISHING ACTIVITY CENTERS (PAC): Provide elementary students with hands-on experiences in varied careers in publishing and printing industries. Students operate presses, cutters, binders,

collators, sign machines, laminators, tape recorders, electric typewriters and publish their own creative writing. Students also gain exposure to publishing their own creative writing. Students also gain exposure to publishing and printing industries. Writing achievement and reading scores have improved as result of the program. The program works closely with New York Times. (Grades K-6)

HOME ECONOMICS ELEMENTARY CAREER AWARENESS PROGRAM: In kindergarten through third grade boys and girls become aware of a variety of Home Economics related careers by simulating the work done by Fabric Designers, Food Reporters, Restaurant Workers and Tailors.

EXECUTIVE INTERNSHIP/HUMAN SERVICES INTERNSHIP PROGRAM: Students spend four days a week with professionals or workers at on-site locations observing and participating in decision-making and community service. The fifth day is spent at seminars with other interns and coordinators. Secondary students gain first-hand experience in varied careers from executive to entry-level workers and professionals and employment demands of work place. (Grades 10-12)

SATELLITE ACADEMY FOR CAREER EDUCATION: Provides students with on-site learning/work experiences. Students spend ten weeks at school-learning center (which is located near a business site), then ten weeks of paid work experience at business sites. The academy provides alternative educational service to meet the individual needs of secondary students, at two sites in the financial district in downtown Manhattan, one at a Health Center in the Bronx, and one at a community service center in Jamaica, Queens. (Grades 10-12)

CAREER EDUCATION UNIT: This unit develops and implements the Office of Career Education Model of a Comprehensive Career Campus such as the pilot in the Bronx;

formulates plans for the replication of successful innovative Office of Career Education activities;

- maintains an on-going relationship with the academic community to achieve accreditation for in-service offerings in career education and to effect the design of career education courses offered by colleges and universities;
- designs, coordinates and implements multi-media, system-wide workshops and in-service courses in career education;
- consults in the planning, development and implementation of district and high school-based Career Education programs;
- and develops, evaluates and disseminates career education curricula.

COMMUNITY AND BUSINESS RELATIONS UNIT: This unit promotes the concept of Career Education through contact with the business and local communities. It assumes the responsibility for bringing these forces together in joint education-business activities by eliciting direct involvement of business in the implementation of career education programs and activities. It also prepares and disseminates career education information to local news media.

PLANNING, EVALUATION AND RESEARCH UNIT: The Planning, Evaluation and Research Unit is responsible for long-range and annual planning, covering all areas of Career/Occupational Education in the region of the City of New York. Its planning scope includes all training levels, post-secondary and adult, and the public and private sector.

It sponsors an Advisory Committee for planning which includes representation from the Advisory Council for Occupational Education, The City University, The City Planning Commission, The New York State Employment Service, The Bureau of Labor Statistics, The New York City Manpower Area Planning Council and the Central Trades and Labor Council, and the private sector.

ADULT COORDINATING UNIT: The Adult Coordinating Unit collects and disseminates information for the following adult training programs: Evening Trade Schools, Pre-Employment Training Programs, Manpower

Appendix B

Development and Training Programs, Work Incentive Program, Welfare Education Plan, Adult Consumer and Homemaking Education Program, Adult Basic Education - Title III Program, and Business and Distributive Education.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201
822-5122

EORGE R. GUARLES
CHIEF ADMINISTRATOR

Dear

Enclosed is a brochure and pictorial report on the K-12 Career Education Field Training Unit. The activities in the report are just some of those developed by the unit last year with administrators, teachers, guidance counselors, and librarians in the program's model schools.

This year, the K-12 CEFTU is looking to move its program into a selected number of new schools throughout the city. These schools will be identified as part of a network of sites being established by the Center for Career and Occupational Education for future concentration of career education efforts.

Your school has been identified as having an interest in career education, and we would like to offer the services of the K-12 CEFTU to you and invite you to become part of CCOE's network of schools.

To become part of the program, a school must identify a minimum of six staff members interested in developing career education activities in the school. The enclosed announcement and form may prove helpful in your recruiting efforts. If you have any questions, please telephone Ms. Adrienne Starkman at (212) 858-6940/1.

Sincerely yours,

MICHAEL T. QUINN
Coordinator
K-12 CEFTU - Rm. 512
131 Livingston Street
Brooklyn, N.Y. 11201

MTQ/smg
Enc.

* Letter used to select the "late adopters"

BIBLIOGRAPHY CONSULTED

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Bonnet, D. Recommendations for the Implementation and Management of Career Education Projects. (Crawfordsville, Indiana, New Educational Directions, Inc., May 1977).

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Appendix E

Center For Career
and
Occupational Education

-presents-

Division of Educational Planning and Support

THE BOARD OF EDUCATION OF THE CITY OF NEW YORK

Project ASCEND
171 Livingston Street
Room 512
Brooklyn, New York 11201

-ASCEND-

Planning For Effective Career Education
Implementing Career Education
Community Resources
Personal Skills
Basic Skills

Project ASCEND is

A
Systematic
Career
Education
Network
for
Dissemination

WHY?

The Center for Career and Occupational Education, part of the New York City Board of Education's Division of Educational Planning and Support, has developed a number of innovative and exciting Career Education model programs. It is the purpose of Project ASCEND to disseminate the strategies developed in these programs to interested schools, community school districts, and educational agencies throughout the city.

This project is supported by funds granted by the United States Office of Education under Section 402 of Public Law 93-380, contract number G0077C0105.

WHAT?

ASCEND will develop an orientation package consisting of five modules distilling the essence of Career Education as defined, implemented, and refined in a number of CCOE model programs. The five modules will focus on:

.Improving Basic Skills Through Career Education

.Planning for Effective Career Education Implementation

.Improving Personal and Decision-Making Skills

.Using and Developing Community Resources

.Career Education Staff Development

Each module will be self-contained and will consist of printed and audio-visual materials.

WHO?

In a b r o a d sense, ASCEND is made up of the entire staff of the Center for Career and Occupational Education. Each member of the CCOE central staff lends his/her support and particular expertise to the project's effort. The main arm of the dissemination process, however, is the Implementation Unit. ASCEND utilizes the unit's teams of on-site specialists to introduce its package of Career Education modules to schools and community school districts throughout the city.

IMPLEMENTATION UNIT

Juanita O. Ward
Project Director

Judith Berger	David Norflus
Nancy Bordo	Jean Parnel
Angelo A. Bua	Michael T. Quinn
May Fisher	Arthur Ravander
Barbara Greene	Ismael Sanchez
P. Regina Jones	Adrienne Starkman

HOW?

For further information on Project ASCEND please contact:
Angelo A. Bua, Coordinator
Center for Career and Occupational Education Room 512
131 Livingston St., Brooklyn, N.Y. 11201

(212) 858-6940

POSITION:

District Level ____

School Level ____

Supervisor ____

Teacher ____

Counselor ____

Other ____

Was the material presented:

very useful	somewhat useful	of no use
___	___	___

Future workshops of interest to you:

	very interested	somewhat	not interested
Basic Skills	___	___	___
Decision Making	___	___	___
Community Resources	___	___	___
Staff Development	___	___	___
Planning	___	___	___

Will you forward to us any successful strategies that you would like to add to the ASCEND package?

Yes___ NO___ None to report_____

Other Comments:_____

_____

_____

ASCEND KIT FOR DISSEMINATION

REACTION SHEET

Name: _____

Unit: _____

Strengths: _____

_____

_____

_____

_____

_____

Weaknesses: _____

_____

_____

_____

_____

_____

Suggestions: _____

_____

_____

_____

_____

PLANNING PACKAGE

Prior to planning a career education program, the need exists for a community school district or high school to determine priorities for their particular target population.
This "needs assessment" should be based on local educational needs and available resources. Task forces, questionaires, and surveys are just a few of the strategies that could be utilized in the identification of needs.

On the following sheets, indicate specific career education planning strategies as they relate to the five areas of ASCEND's concentration. You may select as many as five or as little one area of concentration.

DISTRICT/SCHOOL:
(other identifying data) _____

_____

_____

PLANNING FOR EFFECTIVE CAREER EDUCATION

Target Population_____

GOAL:_____

OBJECTIVES:_____

NARRATIVE:_____

IMPLEMENTATION STRATEGIES: COMPLETION DATES:

EVALUATION:_____

IMPLEMENTING CAREER EDUCATION-STAFF DEVELOPMENT

Target Population _____

GOAL: _____

OBJECTIVES: _____

NARRATIVE: _____

IMPLEMENTATION STRATEGIES: COMPLETION DATES:

EVALUATION: _____

Appendix G

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
110 LIVINGSTON STREET, BROOKLYN, NEW YORK 11201

522-5122
IMPLEMENTATION UNIT

GEORGE R. GUARLES
CHIEF ADMINISTRATOR

Vincent A. Troiano
Deputy Administrator

Juanita O. Ward
Coordinator

An Abstract For
A Systematic Career Education Network for Dissemination
(A S C E N D)

Prepared by:
Angelo A. Bua
Assistant Coordinator

Project ASCEND: A Systematic Career Education Network for Dissemination

Project Coordinator: Angelo J. Bua
Center for Career and
Occupational Education
N.Y.C. Board of Education
131 Livingston Street-Rm 512
Brooklyn, New York 11201
(212) 596-8052

Grant Award for
Career Education Program
10/1/77 - 9/30/77

$84,822

Participating Institution:
New York City Economic Development Council
OPEN DOORS
New York Telephone Company
National Alliance of Businessmen
Bureau of Educational and Vocational Guidance

Major Objectives:

To implement a sustained communications network for the dissemination of career education concepts and strategies to community school districts, selected high schools and other agencies from the public and private sector.

To increase knowledge and appreciation of career education by providing leadership training and technical support to community school districts and selected high schools in the implementation of career education staff development activities.

To develop plans for career education programs for community school districts and selected high schools with provision for zero-additional-cost implementation.

Project Activities:

The Center for Career and Occupational Education will develop an intensive communication method that will disseminate career education information and strategies to community school districts and selected high schools. The planning stage calls for a career education dissemination team to formulate and develop a series of career education packages. These packages will reflect a careful analysis of the Center's record in career education. The various programs will be organized in a systematic way to facilitate orderly dissemination. The results of this analysis will be used in the creation of the contained, mobile, media packages. The implementation stage calls for the delivery of these packages to selected sites. These packages will enable participating practitioners to develope, employ and evaluate their local career education programs.

Project Activities (cont.):

An integral feature of this proposal is the effective delivery of selected and appropriate packages to school and district sites. This becomes possible because ASCEND builds upon strengths already inherent in the Center's basic management system and makes use of the existing networks of communication.

During its first year of operation, ASCEND will involve key administrative and supervisory personnel and teachers, and have an impact on approximately 80,000 students.

Evaluation: A series of instruments for evaluation of the network's impact on the target population of administrators, supervisory staff and teachers, in terms of the stated objectives, will be mutually designed and developed by professional evaluators and project staff. A stratified random sample, representing a 20% microcosm of the target population, will be compared to a similarly-composed, identified control group of non-participants, using pre- and post-formative and summary instruments. The data collected will be quantified and analyzed for evaluation purposes through the use of "Lidert Scaled" techniques, the "Osgood Semantic Differential Scale", structured interviews and cognitive tests.

Communication: A sustained communications network in a multi-media mode will be available by June 1978. It will contain modules, packages, materials, individual tapes, films, manuals and other information which can be used in a sustained communications network possible for replication.

A final evaluation report of the project will be available for distribution in September 1978.

Demographic Invormation:

Levels/Group served:	Students - K-12 Staff - administrators, supervisors, teachers Community-Business/Industry
Type of Area:	Urban
Number of persons served:	administrators/supervisors - 2,100 students - 80,000
Minority groups served:	Puerto Rican 21% Black 32% Other Spanish Surnames 3%

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522-5122

GEORGE R. QUARLES
CHIEF ADMINISTRATOR

Project ASCEND WORKSHOP — September 15, 1978

AGENDA

A.	Opening Comments	George R. Quarles
B.	Introduction - Process Description	Juanita O. Ward
C.	Project ASCEND - Description - Review of Materials	Jay Bua
D.	Planning and Reaction	

SUPPLEMENT TO THE INTERIM REPORT ON PROJECT ASCEND

In this supplement there are two principal foci, the complementary aspects of program implementation and evaluation. First narrated is the process of developing the modules for dissemination; then the formation of the revised evaluation plan and instrumentation is reported.

Early in January, 1978, Project ASCEND staff through meetings, curriculum review and past Center for Career and Occupational Education accomplishments, surveyed all past and present Career Education programs of the Board of Education and other agencies. Once this survey was complete, the programs were organized to facilitate the orderly dissemination of career education concepts, methods and materials to selected district sites and schools. Each program was analyzed in terms of USOE/OCE learner/administrator outcomes. The result of this analysis was used in the creation of five modules each of which incorporates programs and products relevant to ASCEND's objective.

By February, blocks of time had been set aside to meet with individuals from respective programs within the Board of Education and other agencies. To date, some twelve programs have been contacted. A typical meeting entailed:

(i) general overview of Project ASCEND as a dissimination project.
(ii) The possibility of evolution of specific program products in the ASCEND modules.
(iii) Establishment of the role of ASCEND as a facilator and not a competitor to the program.
(iv) Feedback and discussion in all instances, programs were happy to provide products relevant for ASCEND's objective and dissemination.

During the early stages of the project the concepts to be reflected in each module were refined and the format of the modules was determined by the team of media/writers and implementation staff. On a weekly basis since January, the team met to synthesize their ideas for containers and their contents as described

in the interm report.

Several suggestions (use of a filmaker, larger and less portable packages) were rejected prior to determining the final external package. Printed visuals produced by commercial companies, e.g. Developmental Learning Materials were purchased and examined by the team before a final decision was reached on content design. Once these decisions were reached, a significant amount of time was spent finding a New York City printer who would fashion the product. A difficulty arose from the small exploratory numbers required by ASCEND (100 packages) and contract requirements from printers who do business with the New York City Board of Education. After pursuing the possibility of co-sponsorship with McGraw Hill and other agencies a New York City vendor was finally contacted and formal arrangements are underway.

An integral feature of ASCEND is the effective delivery of selected and appropriate packages to district sites and schools. Built into ASCEND is the Track record of Center for Career and Occupational Education. The Center for Career and Occupational Education programs will automatically afford ASCEND the broadest disseminations. Since December, heavy articulation between ASCEND staff and other programs has taken place. ASCEND staff had requested all coordinators of Career Education programs at the Center for Career and Occupational Education to supply at least five names of early and five names of late adopters as defined by the ASCEND interim report. This would identify key administrators, supervisors and their pedagogical personnel as subjects for evaluating the dissemination modules. Programs consulted and

their dissemination target group are listed below:

ICE	All NYC Teachers
SCECAMP	Selected NYC School Personnel
PROM	Selected School NYC Personnel
Career Education in NYC	All NYC School Personnel

Newsletter

EDC	NYC School/Business Community
Open Doors	All local, some national school systems
BEVG	All NYC Guidance Counselors

Evaluation, as mandated by the funding agency is being carried out both formatively and summatively. The required revision of the original evaluation plan was designed after four groups of activities:

(i) Thorough study of the original proposal
(ii) Research of recent principal documents in the field of Career Education
(iii) Regular consultation with the Project Director and conversations with other members of Center for Career and Occupational Education
(iv) Arrangements for necessary ancillary services such as computer time and program, consultation services and secretarial services.

The original evaluation plan was thoroughly quantitative and behavior oriented. Understanding its empirical accent and being consistent with that intent in the circumstances accounted in the interim report called for thorough study and a listing of alternative evaluation strategies for each of the five objectives stated. These strategies were then weighed and choice made of the threefold approach documented in the interim report.

Consultation with other evaluators and study of recent relevant documents in the field through the facilities of the Center for Career and Occupational Education. in New York City, the ERIC index files of Columbia University, New York State plans (draft only) for Career Education and the National Survey of Career Education

1975-76 yielded many items for questionnaires as well as for interviews. Drafts of the questionnaire for pre and post testing were reviewed by staff members of Center for Career and Occupational Education, other professional evaluators, and career education school personnel who are not destined for either adoptive group in the actual evaluation. The editorial and substantial revisions suggested were sifted and a new draft of the instruments prepared. This questionnaire was then accepted by the Center for Career and Occupational Education Project director and administrator.

Similar interchange on the questions raised and criteria used for materials evaluation resulted in a set of items used by the evaluator and professional colleagues to critique the modular materials while they are being prepared for publication and packaging. This formative evaluation delays publication but provides the only present opportunity for revision.

Finally time and effort were deployed in creating the necessary ancillary services for evaluation via establishment of a computer account, creation of program, securing of secretarial services and consultation arrangements with qualified professionals in relevant areas such as evaluation and curriculum development.

CONCLUSION

This short addendum on process has been written to provide information on the background of the products mentioned in the interim report. Normally these activities are unreported and consequently their necessity in developing usuable products is forgotten. Trial and error is, after all, the only way of developing pragmatic programs and evaluations.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
IMPLEMENTATION UNIT

Appendix J

MEMORANDUM

DATE: November 16, 1978

TO: Juanita O. Ward

FROM: Nancy Bordo

SUBJECT: ASCEND Update

The following progress has been made on project ASCEND:

1. Arranged for duplication and received audio cassettes for"Improving Personal and Decision Making Skills" module (100 copies).
   a. Identification labels applied.
2. Carrying cases assembled (100).
3. Materials organized into proper "Resources" folders.
4. Designed, xeroxed, collated, and assembled hand-out for district liason meeting (90 copies).
5. Completed budget modification investigation.
6. Updated imprest fund.
7. Competed follow-up of responses to forms distributed at district liason meeting.
8. Conferred with James Marrin regarding final report - arranged for meeting November 17, 1978.
9. Responded to numerous telephone inquiries regarding ASCEND - followed-up thru mailing of informational hand-out.
10. Compiled "mailing list" for project ASCEND.

The following remains to be completed regarding project ASCEND:

1. Update of implementation schedule - obtaining of completed plans (16 districts) follow-up of missing inserts.

2. Final report--meeting with James Marrin.
3. Transparancies placed into strategy folders of proper modules (800).
4. Orientation, strategy, and resource folders to be placed into proper modules (1500).
5. Handles attached to carrying cases (79).
6. Arrangement for approval and duplication of "Using and Developing Community Resources" audio-cassettes (100).
7. Filmstrips and audio cassettes placed into proper modules (500 of each).
8. Scecamp lessons collated and fastened.
9. Obtain direction as to who is to receive the remaining kits.
10. Dissemination of the 79 remaining kits.
11. Mailing of materials not available at time of original dissemination of sixteen kits to community school districts and high schools.
12. Handling of all telephone calls and inquiries regarding Project ASCEND, follow-up to these calls.
13. Selection of inserts from 20 different types of sample materials received from Business and Distributive Education Unit.
14. Selection of inserts from numerous sample materials received from Community School District 12.
15. Revision of Overview Booklet

    A. Additions
        1. Contributing editors and contributors
        2. Credits
        3. Preface
        4. Acknowledgements
            a. central - CCOE
            b. other board of education agencies
            c. schools
            d. districts
            e. outside agencies
        5. Table of contents

6. Introduction
   a. background
   b. funding
   c. how, why, what, when
7. Outline for five modules including synopsis of all inserts, print and audiovisual.
8. Update listing
   a. staff members - title and responsibility
   b. task force
   c. resource cadre

B. Retyping of entire booklet

C. Xeroxing, collation, hole punching, and fastening.

PROFESSIONAL CENTRAL STAFF FOR DISSEMINATION

TEAM LEADERS

Quarles, G.
Hannenberg, V.
Baldino, A.
Racanelli, M.
Kane, T.
Phillipas, C.
Friedman, H.
Ward, J.
Fisher, M.
Green, B.
Bua, J.
Quinn, M.
Starkman, A.
Parnell, J.
Jones, R.

See next page for partial schedule of orientations.

Appendix L

ASCEND IMPLEMENTATION SCHEDULE (16 Districts, 7 High Schools)

Date of Initial Team Visit	CCOE Team Leader	Site Address	Coordinator	Plans Develop and Submitted	Resources
Sept. 7	J. Bua	Dist. 5, P.S. 125 433 W. 123 St, NY 10027	Samsel	Yes	
Sept. 8	J. Bua J. Ward	Boys & Girls H.S.	Zephir	Yes	
Sept. 13	J. Bua	Dist. 15, P.S. 58 Annex 360 Smith St., Brooklyn 11231	Bartolotti	Yes	
Sept. 19	J. Bua	Dist. 12, 708 E. Tremont Ave Bronx, NY 10457	Krueger	Yes	
Sept. 19	M. Quinn	New Dorp H.S.	Piterassi	Yes	
Sept. 20	J. O. Ward	Dist. 10, P.S. 95 3961 Hillman Ave., Bronc 10463	Stone	Yes	
Sept. 20	A. Starkman	Dist. 13 44 Court St. Brooklyn 11201	Paladino	-	
	A. Starkman	Dist. 19 2057 Linden Blvd. Brooklyn 11207	Modiano		
Sept. 20	Ravander	Erasmus H.S. Brooklyn	Oxman	-	
Sept. 20	J. O. Ward	Evander Childs H.S.	DeBellis	Yes	
Sept. 20	J. Parnell	Dist. 3, Bklyn	Dist. Office	-	
Sept. 20	P.R. Jones	Newtown H. S.	Norflus		

Appendix L

ASCEND IMPLEMENTATION SCHEDULE (16 Districts, 7 High Schools)

Date of Initial Team Visit	CCOE Team Leader	Site Address	Coordinator	Plans Develop and Submitted	Resources
Sept. 21	A. Starkman	Dist. 4, P.S. 85 346 E. 117 St. New York, NY 10035	Steinbeck	Yes	
Sept. 22	J. O. Ward	Dist. 16, P. S. 26 1010 Lafayette Ave. Bklyn 11233	Lewis	Yes	
Sept. 25	A. Starkman	Dist. 23 320 Rockaway Ave. Brooklyn 11233	Yellin	-	
Sept. 25	Bua/Ward	Jefferson H. S.	Drucker		
Sept. 27	P.R. Jones	Dist. 7, Bronx	Fuchs	-	
Sept. 27	P.R. Jones	Dist. 8, Bronx	Brown	Yes	
Oct. 6	P.R. Jones	Dist. 17 2 Linden Blvd. Bklyn 11226	Dr. Strothers	Yes	
Oct. 17	M. Quinn	Dist. 31, Bklyn	Myron Unger	Yes	
Oct. 17	P.R. Jones	Dist. 75(Spec. Ed.)	Frances Yauch	Yes	
Oct. 18	J.O. Ward	Theodore Roosevelt H.S.	Lifton	-	
Oct. 24	Fisher	Dist. 18, 545 Utica Ave., Bklyn 11236	Angus	-	

Appendix M

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF EDUCATIONAL PLANNING AND SUPPORT
CENTER FOR CAREER AND OCCUPATIONAL EDUCATION
Career Education Unit
November 27, 1978

Career Education Workshop
for
Queens High School Principals

Regina Jones

Jeanne Parnell

A G E N D A

Greetings

Overview of Career Education

Values - Small Group Activity

ASCEND: A Systematic Career Education Network for Dissemination

. Improving Basic Skills through Career Education

. Using and Developing Community Resources

Career Education in the High School

Discussion

Appendix M

BOARD OF EDUCATION OF THE CITY OF NEW YORK
HIGH SCHOOL DIVISION
Newtown High School Annex
105-25 Horace Harding Expressway
Corona, New York 11368
TELEPHONE 592-4496

AARON N. MALOFF
SUPERINTENDENT
QUEENS HIGH SCHOOLS

December 1, 1978

Ms. Regina Jones
Center for Career & Occupational Education
Room 512
131 Livingston Street
Brooklyn, New YOrk 11201

Dear Ms. Jones:

Many thanks to you and your colleague, Jeanne Parnell, for the workshop you conducted for Queens High Schools Principals on November 27, 1978 here in our offices.

Many useful ideas emerged from this activity and we plan to follow up in a way in which we can extend career education programs in Queens high schools.

Thank you again.

Sincerely,

Eve Rich

EVELYN JONES RICH, Ph.D.
Executive Assistant

EJR:eg

CITY OF NEW YORK
OFFICE OF [illegible] SUPERINTENDENT DISTRICT 32
797 BUSHWICK AVENUE • BROOKLYN, NEW YORK 11221
574-0200, 01

VIRGINIA MRAVA
Supervisor of Guidance

November 20, 1978

Ms. Juanita Ward
Center for Career & Occupational Education
131 Livingston Street
Brooklyn, New York 11201

Dear Ms. Ward:

We'd greatly appreciate if you could mail to us ASCEND, a kit on careers.

Since we have several schools involved in career education programs, perhaps you would be kind enough to send us five kits, one for each intermediate and junior high school.

Thank you very much.

Very truly yours,

(MRS.) VIRGINIA MRAVA
Supervisor of Guidance

VM:dl

BAYSIDE HIGH SCHOOL
[illegible] AVENUE AND 208TH STREET
BAYSIDE, NEW YORK 11361
BAYSIDE 9-7600

LESTER B. SPEISER, PRINCIPAL

November 28, 1978

Mr. George R. Quarles
Center For Careers and Occupational Education
110 Livingston Street Room 515
Brooklyn, New York

Dear Mr. Quarles:

I would greatly appreciate your sending me an Ascend Package; all 5 packets as well as the new green booklet - "Implementing Career Evaluation-a staff development instructional guide."

Thank you.

Yours truly,

Saul Lattner

Dr. Saul Lattner, A.P.(S)
Business Education

ASCEND CHECKLIST

Printed folders for all 5 modules titled "Orientation," Strategies," and "Resources"

IMPROVING BASIC SKILLS THROUGH CAREER EDUCATION -1-

1. "HINTS" - Home Economics Unit - 596-[illegible] - (Booklet)
2. "Let Your Basics Overflow with Career Opportunities" - Home Economics Unit - 596-4978 - (Poster)
3. "Home Economics is for Everyone" - Home Economics Unit - 596-4978 - (Guide)
4. "The Ships Captain" - Industrial Arts Unit - 596-5057 (Student Publication)
5. "PAC, C4C, Etc" - Industrial Arts Unit - 596-5057 (Brochure)
6. "Making a Publication" - Industrial Arts Unit - 596-5057 (Instruction Chart)
7. "Johnny Can Read" - Industrial Arts Unit - 596-5057 (Booklet)
8. "Educators Kit" - City-As-School - 858-[illegible] (Kit)
9. "National P.T.A. Policy Statement MCE" - Career Education Unit - 858-6942 - (Information Sheet)
10. "Education for the World of Work" - Community and Business Relations Unit - 858-6942 (Guide)
11. "New York Times Certificate" - Industrial Arts Unit - 596-5057 - (Sample Awards
12. "Home Economics Certificate" - Home Economics Unit - 596-4978 - (Sample Awards)
13. "Mathematics" - Career Education Unit - 858-6942 (Overhead Transparency)
14. "Improving Basic Skills Through Career Education" - Career Education Unit - 858-6942 a. filmstrip b. audio-cassette
15. "Sample Lessons" - Career Education Unit - 858-6942 (Teacher made Lessons)
16. "Curriculum Publications" - Dissemination Unit

PERSONAL AND DECISION MAKING SKILLS -2-

1. "Be Somebody - Do Something" - After School Occupational Skills Program - (Poster)
2. "Helping Students Make Career Choices" - Career Education Unit - 858-4962
3. "BEVG Resource Center" - Bureau of Educational and Vocational Guidance - (Brochure)
4. "BEVG AV Catalog" - Bureau of Educational and Vocational Guidance - 596-8910 (Catalog)
5. "Adult Education in New York City" - Bureau of Educational and Vocational Guidance 596-8910 (Directory)
6. "Career Guidance Newsletter" - Bureau of Educational and Vocational Guidance - (Newsletter)
7. "Directory of Public High Schools" - Bureau of Educational and Vocational Guidance 596-8910 (Directory)
8. "Your Career is Your Future" - Bronx Career Counseling and Resource Center - (Brochure)
9. "A Different Drumbeat" - Career Education Unit - 858-6942 (Overhead Transparency)
10. "Improving Personal and Decision Making Skills" - Career Education Unit - a. Filmstrip b. audio-cassette

COMMUNITY RESOURCES ·3·

1. "Put a Student In Your Business" - Bureau of Cooperative Education - 875-6135
2. "1978-79 List of Free Materials Available to Educators" - Bureau of Educational and Vocational Guidance - 596-8910 (Directory)
3. "An Apple for the Teacher" - New York Urban Coalition Education Program - 399-0200 (Newsletter)
4. "A Report of Working Partnerships Between School, Business Labor and the Community - OPEN DOORS - 573-9514 - (Annual Report)
5. "Speaker Services" - OPEN DOORS - 573-9514 (Newsletter)
6. "Career Education in New York City" - Community and Business Relations Unit (Newsletter) June 1978
7. "We're Ready to Work" - Y.E.T.P. Career Experience Center Youth Employment Training Center Program 260-0578 (Overview)
8. "Find the Community Resources" - Career Education Unit - 858-6942 -
9. "World of Work" - Career Education Unit - 858-6942 (Overhead Transparency)
10. "Using and Developing Community Resources - Career Education Unit - 858-6942
    a. Filmstrip
    b. audio-cassette

STAFF DEVELOPMENT ·4·

1. "Career Education and Sex Role Stereotyping" - Career Education Unit 858-6942 (Guide)
2. "Implementing Career Education" - Career Education Unit - 858-6942 (Course Outline Booklet)
3. "A Pictorial Report" - Career Education Unit - 858-6942 (Visual Guide)
4. "8 Elements of Career Education - Career Education Unit - 858-6942 (Overhead Transparency)
5. "Totally Developed Person" - Career Education Unit - 858-6942 (Overhead Transparency)
6. "Cognitive, Affective, Psychomotor" - Career Education Unit - 858-6942 (Overhead Transparency)
7. "Implementing Career Education-Staff Development" Career Education Unit - 858-6942 a. Filmstrip b. audio-cassette

PLANNING FOR EFFECT ·5·

1. "Blueprint for Career Guidance" - Bureau of Educational and Vocational Guidance (Book)
2. "Manual for Replication of a Model Career Education Program" - SCECAP - (Manual)
3. "Local School Development" - A Strategy for Meeting the Education Needs of New Yo: New York Urban Coalition - 399-0200 - (Newsletter)
4. "Evidence of Effectiveness" - Industrial Arts Unit - 596-5057 - (Report)
5. "Vocational Education Act Proposal Design - Program Management - 596-4061 (Guidelines)
6. "Highlights From Houston" - OPEN DOORS - 573-9514 (Newsletter)
7. "Where Do We Go From Here?" - Career Education Unit -858-6942 (Overhead Transparency)
8. "Planning for Effective Career Education" Career Education Unit - 858-694: a. Filmstrip b. audio cassette